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ABSTRACT

A research project was conducted to define cooperative education, to determine which two-year colleges in New York State operate cooperative education programs, and to assess the value of cooperative education. A survey of twenty-two colleges in the state identified 102 cooperative education offerings in thirty-seven interest areas. An assessment instrument to determine benefits accrued by cooperative education students was developed through on-site interviews with students, faculty, graduates, and employers, and through a literature review. The research produced the following results: (1) a working definition of cooperative education; (2) a checklist to determine if an experiential program is a cooperative education program; (3) a list ranking fifteen major issues for cooperative education coordinators at two-year colleges in New York State; (4) a display of benefits of cooperative education by source and area of student growth; and (5) investigations into the reasons for discontinuing cooperative education at two-year colleges in the state. Recommendations for future cooperative education programs are included. Appendixes contain survey instruments, interview procedures, benefits lists, meeting summaries, and an annotated bibliography. (KC/Author)

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FINAL REPORT

COOPERATIVE EDUCATION
IN
TWO-YEAR COLLEGES

BEST COPY AVAILABLE

Cornell Institute for Occupational Education
Department of Education
New York State College of Agriculture and Life Sciences
Ithaca, New York

In cooperation with
Bureau of Grants Administration
The University of the State of New York
The State Education Department
Albany, New York

CE 026 986

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

This report presents the results of research into cooperative education at two-year colleges in New York State. As a basis for intelligent decisions about funding proposals and awards, cooperative education programs must be clearly defined and differentiated from other experiential programs.

Two-year colleges in New York State with a cooperative education component were surveyed to provide demographic information and identify major issues. Cooperative education goals were analyzed a working definition is offered to aid administrators and future researchers.

An assessment instrument to determine benefits accrued by cooperative education students was developed through on-site interviews with different cooperative education populations (i.e., students, faculty, graduates and employers) and through a literature review. A model is suggested for conceptualizing and generating the student related benefits of cooperative education. Field test data on the still experimental questionnaire is reported.

This research produced the following results:

1. A working definition of cooperative education
2. A checklist to determine if an experiential program is a cooperative education program
3. A list ranking fifteen major issues for cooperative education coordinators at two-year colleges in New York State
4. A display of benefits of cooperative education by source and area of student growth
5. Investigations into the reasons for discontinuing cooperative education at two-year colleges in New York State

TABLE OF CONTENTS

Abstract		iii
Acknowledgements		vii
Introduction		ix
Part I	Definition of Cooperative Education	1
Part II	Identification of Cooperative Education Programs and Administrator Survey	11
Part III	Student Survey	19
Part IV	Development of an Instrument for Assessing Cooperative Programs	25
Part V	Investigation into Discontinued Cooperative Education Programs	41
Part VI	Recommendations	45

APPENDICES

1.	Edited Meeting Summaries	49
2.	Annotated Bibliography	7[illegible]
3.	Telephone Survey: Colleges and Program Enrollments	[illegible]5
4.	Work-Experience Survey: Report of Findings	83
5.	Work-Experience Survey: Responses from Cooperative Education Programs Only	119
6.	Interview Protocol for Cooperative Students	127
7.	Faculty Responses to Interview Questions	131
8.	Employer Survey: Protocol and Benefits	137
9.	Graduate Survey: Protocol, Questionnaire, and Frequency of Benefits	139
10.	Fifty-Item Questionnaire	143
11.	Work Experience Survey	147

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- Dr. Allan L. Korn, Director of Cooperative Education, State University College at Buffalo, Buffalo, New York.

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INTRODUCTION

Cooperative education at two-year colleges in New York State, as in other states, has experienced tremendous growth during the past two decades. What has been the effect of this rapid growth and the diversity of operating procedures necessary to satisfy the various needs of all students in cooperative education?

Parallel with the growth in cooperative education has been the growth of other experiential programs. Therefore, what are the core characteristics of cooperative education that will differentiate it from other experiential programs?

This research effort was conducted to collect data to answer these questions and to determine the "state of the art" of cooperative education at two-year colleges in New York State.

Data and information were gathered by (1) a review of relevant literature, (2) interviews with directors/coordinators of cooperative education, (3) a survey to determine the characteristics of work experience programs, and (4) surveys of employers, faculty, students and graduates of cooperative education programs at two-year colleges in New York State.

Originally, staff members planned to write a major annotated bibliography. However, they discovered that comprehensive bibliographies had already been compiled and that the Cooperative Education Information Clearinghouse at Northeastern University maintains a computerized file of articles, reports, and dissertations. Therefore, rather than duplicate these efforts, the project director decided to select only the most useful books and articles for annotation and inclusion in Appendix 2.

PART 1

DEFINITION OF COOPERATIVE EDUCATION

A statewide (New York) telephone survey carried out in November and December 1978 revealed that many persons directing work experience programs were uncertain about whether they actually had a cooperative education program. Therefore, the literature was reviewed to obtain a definition for cooperative education to distinguish it from other experiential programs.

Historical Development

Post-secondary cooperative education has several rather loose definitions which are tied to the early development of cooperative education. The historical context and more recent trends need to be understood to develop a definition for cooperative education at two-year colleges.

Two major influences have contributed to existing definitions of cooperative education. The most influential relates to the earliest concept of cooperative education as implemented by Herman Schneider at the University of Cincinnati in 1906. Cooperative education in this context was on-the-job experience for engineers. From this background comes the current emphasis of cooperative education as a means to experience work in a career field related to the student's area of study.

Another aspect of this historical development is that students alternate between work and study with the minimum rotation being weekly. This resulted in the notion that alternative periods of school and work were a critical component of cooperative education. Parallel plans--part-time work and part-time study--have been recent introductions.

The second major influence on the concept of cooperative education was that of providing student's financial support. This was given substance with the enactment of the 1968 amendments of the Higher Education

Act of 1965. The law echoed the past by defining cooperative education as "... alternate periods of full-time study with periods of full-time public or private employment... ." It strengthened the notion that cooperative education should be job-oriented and that the work situation should be "... so far as practicable, ... related to their academic or occupational objective."

The Higher Education Act of 1965 was amended in 1976 (PL 94-482) to provide support for cooperative education under Title VIII. Although the phrase "alternate periods of academic study and ... employment" was used, full-time employment was no longer required and thus parallel plans were permitted. In addition, through the enactment of Title VIII, the context for cooperative education was no longer student financial assistance. The notion of vocationally related work is supported by the requirement that the "work experience [be] related to... academic or occupational objectives."

To summarize, cooperative education has developed with a vocational orientation, under an established work-study pattern and with the intent of providing financial assistance to students.

The rationale for cooperative education is changing from vocationally related work and financial support to an educational approach, methodology or strategy. The focus is shifting from job skills to other educational purposes.

That is not to say that vocational orientation is improper, but it is no longer a requirement. The phrase in the Act "academic or occupational objectives" clearly permits a broader interpretation of the concept than is commonly accepted by those committed to occupational education.

Louis Bender, et al. in Cooperative Education: Conception to Credibility (1975) suggests that:

> much of the confusion and misinterpretation of cooperative education is due to the prior failure of the practitioners to first articulate their theoretical framework and then build a program to accomplish predetermined educational objectives.

From this statement, it would appear that Bender, et al. perceive that the focus of cooperative education should be on a systematic development of a well defined program to accomplish specified objectives.

Model for Two-Year Colleges

Generally two-year colleges have followed the traditional four-year institutional model or the secondary vocational education model in developing cooperative education. This has been a rather conservative approach stressing the job focus.

A model for two-year colleges that stresses career development of the student has been emerging. These plans are based on progressive concepts more in line with the community college mission. Classroom study is combined with a related work experience in a career area of the student's choice. The work experience provides an opportunity for the student to research the work environment as well as develop job skills.

In the Higher Education Act Amendment of 1976, Title VIII defines cooperative education as those programs that:

> shall provide alternating periods of academic study and public or private employment. The latter affording students not only the opportunity to earn the funds necessary for continuing and completing their education but, so far as practicable, giving them work experience related to their academic or occupational objectives.

In the 1976 Amendments to the Vocational Education Act of 1963, cooperative education is defined as:

> a program of vocational education for persons who, through written cooperative arrangments between the school and employers, receive instruction,

including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative programs.

The following definition provided by the National Commission for Cooperative Education appears to be the most complete definition:

> Cooperative education represents a working partnership in which an educational institution joins with an employer in a structured relationship. Its basic purpose is that of providing a means whereby a student can combine study at the institution with a work experience which is under the supervision of the employer in order to fulfill the total requirements of a particular educational program. Students engaged in such a program must be regularly matriculated students at the institution as defined by the institution.
>
> The requirements of a cooperative education program include the successful completion of a specific combination of alternating classroom and work experiences, being as frequent as morning and afternoon patterns or following the more traditional alternation of a full college term or terms. The total work experience is of sufficient duration to be considered a meaningful part of the program in which the student is enrolled and is evaluated by the institution, the employer, and the student. Work experiences must be preceded by a consultation between the student and a staff member of the institution and/or work employer at which time the objectives of the work experience are discussed. A work experience should neither precede the first academic term of the student nor be initiated following graduation at the degree-granting institution, unless such student is involved in an articulated cooperative education program.
>
> Whether cooperative education is mandatory or voluntary at an instituion, student participation in work experience should be considered a regular part of the degree program in the same sense as any of the institution's academic offerings.

Work experiences are to be appropriately related to the educational and career objectives of the particular student and at a rate of pay comparable to employees who do similar work. However, a student may work without pay for a social welfare or educational organization provided that the position is not one for which other persons are compensated by the organization. Some of the activities which would not be considered appropriate cooperative education experience are life experiences, field trips, recreational experiences, independent study, surveys and travel.

It is expected that there will be various cooperative education models including the use of mandatory or voluntary options, credit or noncredit for the work experiences, and differences in the number, duration, and schedule of work experiences. Regardless of the model, the institution's calender shall provide for a continuous and orderly advancement toward a degree for a cooperative education student.

Cooperative education can be viewed from a systems prospective, thus alleviating much of the confusion about the nature of cooperative education. The major elements of previous definitions and the literature can be consolidated into the following categories: Goals - Functions - Components.

A. Goal of Cooperative Education

1. To provide an opportunity for students' intellectual, career and personal development by integrating class study with closely related work experience that will enable the student to explore careers and/or prepare for specific occupations

B. Functions of Cooperative Education

1. Student-oriented functions

a. Explore and identify career goals in relation to interests, aptitudes and abilities (especially special interest groups)

b. Combine classroom learning with a related work experience

c. Enhance human understanding through interactions with fellow workers and employees

d. Increase motivation through integration of work and study
e. Develop job competencies
f. Develop career and life skills
g. Provide for or augment financial resources
h. Facilitate job placement and advancement
i. Prepare for upward mobility.

2. College-oriented functions
a. Facilitate college-community relations and encourage community support
b. Relate classroom learning to job requirements
c. Provide a means to increase enrollment
d. Provide a means to obtain more State and Federal funding
e. Reduce capital outlay for equipment, labs, etc.
f. Provide an opportunity to meet affirmative action mandates
g. Provide minorities, women and handicapped with opportunities for career exploration
h. Keep institution abreast of current developments in business and industry
i. Improve college-employer relations
j. Enhance job placement ability.

3. Employer-oriented functions
a. Reduce training costs
b. Facilitate recruitment and retention
c. Provide motivated employees
d. Improve image in the community
e. Provide an approach to meeting affirmative action mandates
f. Provide good public relations.

C. Components of Cooperative Education

The core characteristics are:

1. Cooperative education is a joint undertaking between an employer and an educational institution that includes school instruction and work experience.
2. The work experience takes place in a "natural work setting"; i.e., the student's work experience should resemble a typical job as closely as possible in both the duties and the location of the experience. The work experience is not a simulation, nor is it designed to "make" work for the student.
3. The student works as a "regular employee" i.e., the student assumes real job responsibilities, including regular attendance and punctuality, and meets specific job requirements.
4. The work experience is within the area of the student's tentative career choice.
5. The school instruction and work experience must be "integrated"; i.e., the classroom component and the work experience must be relevant and applicable to each other.

The following characteristics are sometimes included in definitions:

1. The student must be paid for work experience.
2. The work experience is mandatory.
3. The work experience and the classroom component must be scheduled.
4. The program must be overseen by an advisory committee.
5. The program must be evaluated against set criteria.
6. Credit is given for the work experience.

Although these characteristics are not essential aspects of cooperative education, they are not unimportant. They may profoundly influence the successful operation of a cooperative education program. It is appropriate to include them in the definition of a particular cooperative program, but they may unfairly restrict the general concept of cooperative education. For example, requiring that students be paid may prevent their

working in service organizations, in which people often work for free. The core characteristic "natural work setting" should ensure payment for normally remunerative jobs. At the local level, it may be important to include pay in the definition, particularly if remuneration is set as a program function.

Purpose of Cooperative Education - Two Views

There are two major points of controversy regarding the purpose of cooperative education:

1. Should the goal of cooperative education be to enhance education or to provide occupational training?
2. Is the primary purpose of cooperative education to explore career options or to prepare for specific occupations?

The first area of disagreement is a question of emphasis. If cooperative education is intended to enhance the educational experience, then indicators of program success might include retention in school, improvement of grades, or increased periods of study. An emphasis on occupational training would focus on job placement, retention and satisfaction, or on-the-job promotion and earnings as indicators of success. Even where programs espouse identical goals, differences in priorities may indicate substantial differences in orientation.

The second controversy concerns the primary purpose of cooperative education: whether it is to explore career options or to prepare for specific occupations. Current concerns for equal employment opportunity require that cooperative education help to breach career barriers by exploring and, perhaps, expanding options. However, the traditional role of cooperative education has been to confirm career decisions and provide the skills and knowledge necessary to enter the chosen career. A cooperative education program must somehow include these two potentially conflicting goals. This could be done in a number of ways:

1. Either one can be selected as the primary goal for an entire program at an institution.

2. Either one can be selected for individual courses of study for individual students.
3. A program may start its students exploring options and then restrict the options as they progress through the program.

It should be noted that a goal of "exploration of career options" does not contradict the fourth structural characteristic, "the work experience must be within the student's tentative career choice." An individual may choose to be a physician or physician's assistant rather than a nurse, a manager rather than a sales clerk. In both cases, the individual remains within the career choice and explores various career options.

Cooperative Education Checklist

After considering all the various definitions, goals, and characteristics of cooperative education and consulting with the Advisory and Technical Review Committees, the project staff arrived at the following working definition:

> Cooperative education is a joint undertaking between an employer and an educational institution that provides for an integrated program of work experience and classroom instruction. The student works as a regular employee in a natural work setting at a job that is within the area of the student's tentative career choice.
>
> In addition, the purpose of cooperative education is (1) to enhance the student's education and/or provide occupational training and (2) to explore careers and/or prepare for specific jobs.

From the definition the staff developed a checklist (see Figure 1) against which individual work experience programs may be assessed. Any check in the "NO" column means that a program does not meet the definition. Coordinators of potential cooperative education programs may use this checklist to help their grant proposals meet the state's requirements of cooperative education. Similarly, funding sources can evaluate proposals by means of the checklist.

Figure 1. Checklist to determine whether a work experience program is a cooperative education program

	Yes	No
1. Is the work experience a joint undertaking? Does the employer have any responsibilities with respect to the work experience other than providing a place of employment (e.g., evaluating students or providing a variety of experiences)?	___	___
2. Does the student work in a "natural setting"? Is the job one that was not created specifically for students (i.e., would someone other than a student perform the same tasks if the student were not available)?	___	___
3. Is the student a "regular employee"? Would an outside observer perceive the student--whether part-time or full-time--to be a regular employee (e.g., on the basis of the nature of tasks being performed relative to experience, and on the basis of treatment by the employer and fellow employees)?	___	___
4. Does the work experience match the student's tentative career choice?	___	___
5. Are the classroom and work experience integrated? Are the classroom component and work experience relevant and applicable to each other?	___	___

PART II

IDENTIFICATION OF COOPERATIVE EDUCATION PROGRAMS AND ADMINISTRATOR SURVEY

In addition to clarifying the definition of cooperative education, the project had two major goals: to determine which colleges in New York State actually operate cooperative education programs and to assess the value of cooperative education.

The first task of the project was to locate New York State's two-year-college cooperative education programs. To accomplish this, the staff called many community colleges and agricultural and technical colleges, as well as several private two-year colleges. The telephone survey sought to discover whether the college had a cooperative education program and, if so, who the director or other responsible person was, what content areas were included in the program, and other minor items of information. The colleges contacted are included in Appendix 3. The "type of program" column on the list of contacts was completed near the end of the project since the contacts frequently expressed uncertainty about whether they had a cooperative education program.

Because of this uncertainty, a work-experience survey was mailed to the person in charge of cooperative education at all of the institutions contacted by telephone. The purpose of the survey was to determine the kinds of experiential programs in these colleges, to describe their characteristics, and to identify major issues and concerns. The survey data also provided information that was used to select programs for further study.

Thirty-three out of 38 colleges replied on time, giving an 86 percent return rate. Four colleges stated they did not have a work experience program. Thirteen described their programs as cooperative education, nine said they had a field experience program, and seven used other terms, such as intership or practicum. The data were compiled under the three labels

of "Cooperative Education," "Field Experience," and "Other" and reported to respondents in the form of a research report (see Appendix 4). After developing the definition of cooperative education, the staff re-examined the data and identified 23 colleges as having cooperative education programs. Appendix 5 presents the results of this re-examination. Appendix 5 also contains data from one college that returned its survey too late to be included in the original report.

The survey of 23 colleges in New York State identified 102 cooperative education offerings in 37 interest areas. Figure 2 presents these areas and also gives student enrollments. As can be seen from the figure, there is a wide variation in types of offerings, content areas, and enrollments. However, there are many similarities in methods of administration, organization, and student requirements.

For the purposes of administration most cooperative education programs are organized under academic affairs. Only four programs in the survey are organized under student services. Approximately half the colleges--comprising 70 percent of all offerings--have a director of cooperative education (although the title may not exist). Some colleges have professional coordinators; others have faculty members acting as coordinators. Seventy percent of the directors or coordinators belong to a professional cooperative education association. In the remaining 30 percent of the offerings faculty members are responsible for the coordination of the cooperative education program, although half of these programs have central administrative support. Sixty-two percent of all respondents also have an advisory committee.

The existence of a separate cooperative education staff appears primarily related to program size and may reflect the importance of cooperative education relative to institutional goals and philosophy. A separate coordination staff can relieve faculty of the time-consuming process of locating employers and field evaluators. However, a danger exists in separating coordinators from faculty. There is a possibility

Figure 2. Cooperative Education Programs in 24 New York Two-Year Colleges

CONTENT AREA	NUMBER OF PROGRAMS	NUMBER OF STUDENTS	
		total	range
Business Administration	9	449	3 - 339
Secretarial	8	676	1 - 49
Accounting	8	310	2 - 252
Retailing	7	286	15 - 60
Food Service	7	210	9 - 90
Agriculture	7	62	5 - 12
Marketing	5	129	6 - 80
Hotel Technology	4	437	4 - 343
Human Service	4	381	2 - 340
Recreation	4	107	6 - 81
Data Processing	3	235	2 - 227
Child Development	3	92	20 - 48
Medical Lab Technician	3	43	12 - 20
Lab Technician	3	17	2 - 11
Fashion	2	520	120 - 291
Liberal Arts	2	271	4 - 267
Social Science	2	51	2 - 49
Machine Technician	2	15	5 - 10
Bilingual Education	1	105	-
Ecology & Environmental Tech	1	64	-
Teacher Education	1	61	-
Medical Records	1	22	-
Water Management	1	18	-
Drafting	1	15	-
Interior Design	1	11	-
Building Construction	1	10	-
Service Technician	1	10	-
Graphics	1	8	-
Electronics	1	6	-
AV Communications	1	6	-
Criminal Justice	1	4	-
Humanities	1	4	-
Medical Secretary	1	3	-
Sciences	1	3	-
Electrical Technician	1	3	-
Banking	1	2	-
Insurance	1	1	-
TOTAL	102	4647	

that job assignments become petty and less relevant when faculty members are not involved.

One item of the survey requested respondents to estimate the amount of time spent in (1) cooperative administration, (2) cooperative-related teaching and (3) non-cooperative activities. Of sixteen usable responses, there appeared to be two groups of eight with the following traits:

		% co-op admin.	% co-op teaching	% non-co-op
	mean:	70	20	10
group 1				
	range:	60-100	0-20	0-20
	mean:	30	30	40
group 2				
	range:	10-50	0-50	0-50

Sixty-five percent of respondents reported that fewer than two full-time employees are involved in administrative support of the program. In about 35 percent of the colleges, guidance personnel work with program staff to address the unique problems associated with the job-site component.

The work-experience survey also revealed major similarities in student requirements. Almost all of the colleges offer both required and optional work experience. However, forty percent of the 102 offerings require that all students in particular courses take cooperative education. In the remaining 60 percent, the cooperative program is a student option. Several colleges require all students in certain curriculum areas to take cooperative, but have no other cooperative education offerings. In these few instances there is no Director of Cooperative Education or a comparable position; the cooperative education programs are the voluntary responsibility of individual faculty.

The only college requiring all students to take cooperative education is LaGuardia Community College, where cooperative education is a charter

requirement. LaGuardia is unique in the state for both its urban environment and its large staff.

All of the respondents indicated there were no differences in level of job assignment due to sex, race, or handicap, although three indicated there was some difficulty in placement in specific occupational areas. All but one respondent indicated that students were required to meet certain criteria prior to job placement.

In 75 percent of the cooperative education courses, students work off campus. The average time a student works on-site ranges from 10 to 50 hours per week, with 20 to 40 being the most common range. Students work between three and twenty weeks, with eight to fifteen being the most common range. At approximately half of the colleges, offerings are characterized by a full-time college study period followed by a full-time work period. At about half the colleges, students work part-time and attend college part-time.

Of the 102 cooperative education programs, all students are paid in 60 percent; some students are paid in about 25 percent; no students receive pay in the remaining 15 percent. Most of the last group take educational, recreational, or health-oriented positions in service organizations that do not pay student "interns." As discussed in Part I, these programs meet the definition of cooperative education as long as non-student workers are also volunteers.

The job-site performance of all students is evaluated, but at one college employers do not evaluate the students. (There was one non-response to this item.) At all but two colleges program staff members evaluate the job-site performance. Typically, both the employer and college staff evaluate the students' work. In about half the colleges the students are allowed to evaluate employers. The amount of credit offered for cooperative work experience varies greatly. Between zero and twelve credit hours are offered. Offerings with one, three, or six credit hours are most common.

The work-experience survey also asked the colleges to rate each of fifteen concerns about work experience programs. The results are summarized in Figure 3.

Results of the survey indicated that--based on raw scores--the issues ranking high in importance with most respondents were: constructing evaluation measures, assigning academic credit, locating suitable employers, matching the job with the student's career path, integrating the job and classroom components, and placing students at appropriate levels in the job sites. Issues that were relatively unimportant were: student transportation to the job site (rated highly by only one college) and student salaries (rated highly by two colleges). On the basis of raw scores, the most important issues seemed to be concerns about program quality; that is, how to make the work experience worthwhile to the student, integrate it with the college, and evaluate it for credit.

A factor analysis was performed on the rating of the fifteen issues to investigate whether there were underlying factors around which issues clustered and which might indicate larger issues to serve as a focus for program development. The names for the six factors identified are based on the issues most closely related to them. The issues are listed in parentheses.

Figure 3. Problem Areas in Cooperative Education

		Number of Colleges rating issues high*
1.	Locating suitable employers	18
2.	Constructing evaluation measures	17
3.	Integrating the job site component with the classroom component	16
4.	Matching the job site component with the students' career path	16
5.	Determining an equitable system for assigning academic credit	15
6.	Adjusting academic schedules to accomodate work experience programs	15
7.	Placing students at appropriate levels at job site	12
8.	Expanding the work experience program	11
9.	Obtaining funding for administration of work experience program	7
10.	Maintaining the same employers for the job site components	7
11.	Equal opportunity in work experience program	7
12.	Lack of college administrative support and understanding	5
13.	Lack of college faculty support and understanding	5
14.	Student salaries	2
15.	Providing for student transportation to job site	1

* n = 21 Two of 23 respondents did not rate issues.

College support (administrative and faculty support)

Job development (locating suitable employers, placing students at appropriate levels, equal opportunity concerns)

Evaluating work experience (constructing evaluation measures and assigning credit)

Administrative matters (obtaining funding, student transportation, equal opportunity)

Quality and growth (job-career match, job-class integration maintaining employers, expanding programs)

Student well-being (student salaries, suitable employers)

The reduction of fifteen issues to six indicates that some issues are highly interrelated. The factor analysis suggests there are really six different areas of concern. These data suggest that for planning and problem-solving, program directors or coordinators should step back from immediate concerns and take a broader view. The perspective gained may aid them in identifying underlying areas of concern.[1]

An analysis of variance was also performed on responses to the issues. It indicated a pronounced difference in the ways issues are perceived by urban and rural schools. More data will be required to determine which issues are more important to the two groups and to schools within the groups.

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[1] A word of caution: The identified factors should be treated as preliminary findings since they are based on responses from only 21 colleges.

PART III

STUDENT SURVEY

Once the location of New York State cooperative education programs was determined, the staff began working on its other goal--assessing the educational values of cooperative education. In the interest of the optimal use of resources, the staff had to focus its attention on one segment of all the people involved in the cooperative experience. Since the real success of a program is determined by the group it serves, students were chosen as the target population. The staff also had to define its areas of intersts. It decided to explore every aspect of the cooperative experience--including academic, career, and social development --that might contribute to students' benefits.

The first source of information was the literature on cooperative education. From a review of the literature fifteen benefits attributed to cooperative education were identified, then placed in the following categories: personal, career planning, academic, and occupational.

The plan was to develop a method that could not only categorize benefits, but also assist in generating them. A matrix approach is often used for these purposes; i.e., two classification schemes--which classify different dimensions of a characteristic--are juxtaposed to form a matrix. Matrix cells are used as a guide to generating logical outcomes of the intersecting categories.

The second source of information were hypotheses based on the matrix shown in Figure 4. The opposing classification scheme was developed around the source of benefits. Obvious sources of benefits are the classroom and the work experience. However, if cooperative education is truly different from other work experience programs, then the integration between the classroom and job experiences should also be a benefit source. Thirty-five benefits, including the original fifteen, were hypothesized from the matrix.

Figure 4. Conceptual Framework for Benefits of Cooperative Education

Areas of growth / Benefit sources	Personal	Career planning	Academic	Occupational
Classroom				
Integration between classroom & job				
Job				

A third source of information had yet to be tapped. This source was the composite of individuals from three population groups directly involved in cooperative education: students (current and graduates), college staff, and employers.

For conducting personal interviews, the staff decided upon a representative sampling of colleges. On the recommendation of the advisory committee, the colleges were selected on the basis of program size, rural/urban nature, and minority student population. To determine the benefits students derive from cooperative education programs, the staff interviewed students, faculty members, employers, and graduates.

Students from three colleges (Monroe Community College, State University of New York Agricultural and Technical College at Alfred, and Borough of Manhattan Community College) were interviewed. The

students were chosen by teachers in cooperative programs and represented a large variety of curriculum areas (accounting, retailing, marketing, business administration, agricultural business, secretarial science, audio-visual technology, medical records, and human services). The interview protocol (see Appendix 6) included broad questions such as "Do you feel differently about yourself since entering college?" as well as more specific ones such as "Do you believe that the cooperative experience has had any effect on your choice of electives?" When the broader questions were used, the interviewer could prompt the students to ensure that information on selected benefits of special interest was collected. In addition, student demographic data and information on program structure were gathered during the interviews.

To supplement the students' perceptions of cooperative education benefits, the other groups involved were also asked their opinions. The project staff interviewed faculty members at four colleges (Monroe Community College, State University of New York Agricultural and Technical College at Alfred, Borough of Manhattan Community College, and Villa Maria College). Appendix 7 presents the frequency of faculty responses to interview questions.

Telephone interviews were conducted with employers associated with the cooperative programs at Villa Maria College and at Alfred. The protocol and list of benefits identified are presented in Appendix 8. The employers did not mention any benefits not already identified by students.

Interviews with graduates of Villa Maria and Alfred were conducted by telephone and by mail. The protocol, questionnaire, and frequency of benefits cited are presented in Appendix 9.

As a result of the interviews conducted with current students, graduates, faculty, and employers, the staff had to change its original 3 x 4 matrix, shown in Figure 4. Not surprisingly, the top row of the

matrix (classroom as a source of benefits) was found to be irrelevant to the cooperative education experience; that is, the benefits derived from the classroom experience are not unique to cooperative education. Therefore, the significant program elements by which to assess a cooperative education program are the work experience and the integration of class and work. The modified matrix and the benefits identified from the interviews and literature review are shown in Figure 5.

Using the list of benefits gathered from the student, faculty and graduate interviews along with benefits identified from the literature, the staff generated a detailed, 50-item questionnaire (see Appendix 10). After field-testing the questionnaire, the staff sent it to thirty students who had graduated from the cooperative education program at Alfred a year ago and to twenty students who had finished their first year at Villa Maria. Twenty-one of the Alfred graduates and thirteen of the Villa Maria students returned the questionnaire. No significant differences were found between the responses of the two groups. Therefore they were treated as one group in the data analysis.

The factor analysis of the answers to the questionnaire indicated that students and graduates thought that all of the benefits were significant. The fifty benefits can be grouped under sixteen factors, nine of which were highly significant: (These are in order of significance.)

1. Sense of occupational confidence (or preparedness). This outcome of cooperative education seems to suggest a resulting confidence about the successfulness of one's entrance into a specific, chosen occupation, based on one's knowledge and ability within the occupation.

2. Sense of self-sufficiency. This factor appears to relate to the socialization process of the student. It illustrates leadership characteristics and reflects the need to "be an adult," thereby obscuring self-perceived insufficiencies. Lastly, this factor indicates a pride in being able to hold a job and in being financially independent.

3. Clarification and sense of purpose. This factor focuses on career goals and identifies obstacles that stand in the way of obtaining these goals.

4. Sense of the value of academia. This factor indicates an increased recognition of the relevance and value of academic learning in achieving life goals.

5. Sense of cooperation and social integration. This factor suggests that the cooperative experience leads to an increased awareness of one's social responsibilities and a willingness to meet those responsibilities.

6. Sense of group goal-orientation. One result of cooperative education seems to be an increase in group-related, goal-oriented behavior. Being a member of a group with relatively common goals would naturally create individual support for the group and group activities.

7. Sense of the need for persistence. This factor indicates a growing acceptance of the need for hard work in order to accomplish one's goals.

8. Sense of occupational enjoyment. This factor suggests that, as a result of cooperative education, students become more satisfied with and confident in their chosen careers. Not surprisingly, this factor suggests that the student's relationship with his or her employer is of critical importance in determining the extent to which he or she will enjoy on-the-job experiences.

9. Sense of the need for evaluation. This factor suggests that cooperative education leads to an increasing concern over the competency of one's performance, both as an individual and as a group member. It also recognizes the importance of evaluation by one's self and others.

Part IV contains a technical discussion of the results of the student questionnaire.

Figure 5. Benefits of Cooperative Education by Source and Area of Student Growth

BENEFIT SOURCES \ AREAS OF GROWTH	PERSONAL	CAREER PLANNING	ACADEMIC	OCCUPATIONAL
INTEGRATION BETWEEN CLASS AND JOB	1. Leadership skills 2. Awareness of personal relationship to society 3. Ability to set goals and meet commitments 4. Persistence in achieving goals 5. Ability to wait patiently	20. Clarification of career goals 21. Knowledge of career 22. Expansion of career choices 23. Interviewing skills 24. Resume writing skills 25. Job-locating skills 26. More confidence about work 27. Ability to choose appropriate career	30. Relevance of classwork 31. Determination to choose relevant electives 32. Enthusiasm for schoolwork 33. Better relationships with teachers 34. Increased class participation 35. Confidence in academic ability 36. Better study habits	41. Increased occupational skills 42. Ability to work as group member 43. Analysis of job experience
JOB	6. Ability to work with others 7. Sense of maturity 8. Tolerance of others 9. Ability to accept criticism 10. Acceptance of responsibility 11. Self-evaluation 12. Self-reliance 13. Greater friendliness 14. Self-assertiveness 15. Higher standards for others 16. Openness about personal feelings 17. Sense of accomplishment 18. Sense of contributing as paid member of society 19. Ability to pay living expenses	28. Knowledge about work in general 29. Head start on salary and position	37. Seriousness about classwork 38. Self-directed learning 39. Better grades 40. Improved academic skills	44. Knowledge about job 45. Knowledge of current occupational techniques 46. Ability to accept rules and evaluation 47. Confidence in occupational ability 48. Ability to perform under pressure 49. Ability to assess employers 50. Insight into problems of employers

PART IV

DEVELOPMENT OF AN INSTRUMENT FOR ASSESSING COOPERATIVE PROGRAMS

This section describes the design and validation of the 50-item questionnaire administered to students at Alfred and Villa Maria Colleges. Since the questionnaire can be used to evaluate the relative success of cooperative education programs, it should be useful to directors of cooperative education in the assessment of their funding proposals.

As discussed earlier, the review of literature and the interviews with students, graduates, faculty, and employers identified many benefits that students derive from cooperative education. These benefits were then used to generate the final questionnaire. Questions concerning each benefit were rephrased in behavioral terms. For example, for the benefit of leadership ability, a behavioral question would ask the student to respond to the statement, "I am more decisive and persuasive in convincing others to follow my suggestions." Responses were to be made on a five-point scale ranging from "Strongly Agree" to "Strongly Disagree." To insure against a positive response bias, half of the 50 items were turned into negative statements.

Before sending the questionnaire out to students, the staff had to determine criteria against which to rest each benefit. Those benefits that correlated highly with the criteria would be said to identify a successful cooperative program, and those benefits with low correlations would not.

The determination of acceptable criteria against which to validate the items on the questionnaire was perhaps the most difficult task of the project. Informal discussion with the coordinators of the cooperative education programs at Alfred and Villa Maria to discover single

indicators of success revealed an inability to represent a program's effectiveness so simplistically. Moreover, it might be argued that the entire questionnaire represented an attempt to provide administrators with a criterion for assessing the effectiveness of the program. Therefore, if a few indicators could be determined, there would be no use for the questionnaire under development. However, while demonstrative of the difficulties of developing an assessment tool of this type, these considerations did not negate the need to validate the individual items on the questionnaire. Otherwise, a student's total score on the questionnaire would indicate the degree to which benefits have been achieved, but not how successfully the program had met students' needs.

The staff finally evolved eight possible validation criteria, some of which were hypotheses as to what constituted a successful program. The eight criteria considered were:

1. Comparison of student scores on a standardized test taken at the beginning and end of the program
2. Compilation of ratings of satisfaction given by recent graduates of different cooperative education programs
3. Presentation of a standardized performance record either on the job or in the class (e.g., absenteeism, lag between graduating and finding a job)
4. Employer ratings of student on-the-job performance on specific variables
5. Comparison of students who are just beginning with those who have been in the program for one and two years
6. Demonstration of homogeneity of response to a specific item within a program to measure internal consistency and construct validity
7. Demonstration of a high correlation between questions that fall under a single education benefit to measure internal consistency
8. Faculty and coordinator assessment of benefits.

This last criterion requires some explanation. The examination of construct validity involves validation not only of the measuring instrument but also of the theory underlying it. If responses to an item are different from those predicted, such an assessment will reveal whether the shortcoming is in the measuring instrument or in the theory. Validation of the conceptual model can be achieved by presenting teachers, counselors, and administrators with a randomly ordered list of the hypothesized benefits. The subjects should be instructed to indicate the extent to which they think each is a benefit of cooperative education. Next they are asked to add any benefits that may have been overlooked. Finally, the subjects are asked to assign each benefit to a specific matrix cell, whether or not they previously chose it as a benefit. Instructions should make clear that certain benefits might be placed in more than one matrix cell and that other benefits might not fit into any cell. This approach provides the data for verifying the theory underlying the questionnaire.

Because of the hypothetical nature of the eight criteria, the staff decided to use three interrelated ones (#2,3,4) against which to validate each questionnaire item. The final form in which the criteria were presented to subjects follows.

> #2. This question asks you to make a rating of your overall satisfaction with your college experience. Remember that by "college experience" we mean: (1) the work experience; (2) classes related to the work experience; and (3) your interaction with faculty and your classmates. Also, for the purposes of this task you are asked to make your rating of "overall satisfaction" after asking yourself three questions:
>
> 1. What personal and professional goals did I hope to achieve by the time I left college?
> 2. Where am I now in relation to those goals?
> 3. To what extent were my original goals realistic?

Circle the number that best indicates your satisfaction with your college experience:

1	2	3	4	5
(Dissatisfied: no progress toward realistic goals)		(Satisfied: have achieved some realistic goals)		(Very Satisfied: have achieved all realistic goals)

#3. Place a checkmark (✓) beside the statement that most resembles your experience in "job hunting" after your graduation. CHECK ONLY ONE STATEMENT.

I found a job in my chosen field . . .

_____ at the time of my graduation.

_____ within two weeks of my graduation.

_____ between three and five weeks after my graduation.

_____ more than five weeks after my graduation.

I have not found a job in my chosen field . . .

_____ but have accepted a job in another field for the time being.

_____ and have no job, although I'm looking.

_____ and have no job, nor am I looking for a job because I plan to continue my education.

_____ and have no job, nor am I looking for one (reasons other than continuing my education).

#4. Please check the box below that best indicates how your cooperative employer rated your overall performance.

☐ excellent ☐ good ☐ passing ☐ unsatisfactory

As mentioned above, the 50-item questionnaire was sent to students from Alfred and Villa Maria Colleges. In addition, the graduates from Alfred received the criterion question relating to the time taken to find a job, and the global rating of satisfaction with the cooperative education experience. The students from Villa Maria, who had completed one year of cooperative education, were asked for a rating of general satisfaction and for the rating they received from their employer during their on-the-job training. Four types of analyses were performed on the data

collected from the questionnaire and the criteria questions: means and standard deviations, item-by-criteria PPM correlations, Alpha Cronbach reliability coefficients, and factor analysis.

Figure 6 presents a summary of the means and standard deviations for each of the 50 benefit items. Without exception, the responses for any single item are negatively skewed; that is, on the 5-point scale, all means exceed 3.0. The smallest mean is for item 19, where it equals 3.18. Items 6 and 49 have the largest means, 4.53. The mean response averaged over all the items equals 3.98, and the total score for the questionnaire is 190. Standard deviations are generally small, as would be expected given the high means. The high item means and low standard deviations reflect the subjects' consistently high degree of satisfaction with their education.

To assess the degree to which any single item predicted a successful cooperative education experience, the staff ran item-by-criteria Pearson Product Moment (PPM) correlations for each sample separately and for the combined samples. The results for any given benefit vary widely over the separate analyses. Considering the small sample and the instability of item validity across the samples and criteria used in the preliminary validation efforts, the staff decided to report marginally significant correlations ($p<.10$), as well as those coefficients falling in the traditionally acceptable range ($p<.05$). Figure 7 summarizes these data. It should be noted that in the combined analysis, item-by-criteria correlations could only be computed for the criterion of "general rating of satisfaction" since this is the only criterion question to which both groups responded.

Items that correlated at $p<.05$ for at least one sample and at least one criterion were numbers 1,2,5,7,8,9,10,13,16,20,21,22,23,24, 25,27,31,32,33,35,36,37,38,40,41,43,45,48,49, and 50. Thus, 30 out of the 50 benefit items show considerable promise as indicators of a successful cooperative education experience. Items whose criterion correlations

Figure 6. Item Descriptions

ITEM NUMBER	MEAN	STANDARD DEVIATION
1	3.97	.90
2	3.50	.93
3	4.38	.65
4	4.32	.68
5	4.06	1.01
6	4.53	.66
7	3.97	.83
8	4.06	.81
9	4.03	.67
10	3.85	.93
11	4.00	.74
12	4.03	.72
13	3.68	1.09
14	3.82	.83
15	3.32	.97
16	4.15	.56
17	4.26	.96
18	3.44	1.16
19	3.18	1.24
20	4.06	1.13
21	4.35	.69
22	4.06	1.13
23	3.97	1.19
24	4.24	.61
25	4.06	.92
26	3.78	.85
27	4.41	.56
28	4.29	.80
29	4.12	.98
30	3.38	1.40
31	4.29	.80
32	4.29	.98
33	4.18	.58
34	3.56	1.08
35	3.92	.90
36	3.97	.83
37	3.97	1.03
38	3.35	1.30
39	3.88	1.01
40	3.35	1.10
41	4.06	.95
42	4.00	.70
43	3.82	.94
44	4.01	.83
45	3.79	1.04
46	4.38	.49
47	4.21	.73
48	4.03	.87
49	4.53	.51
50	4.15	.56

notes: (1) mean averaged over all items=3.98; (2) mean total score=190.

Figure 7. Item-By-Criteria Correlations

ITEM NUMBER	SAMPLE 1	SAMPLE 2	COMBINED
1	D	P	P
2		P	D
3		P	
4	P		P
5	D		
6		P	
7	D		
8		D	P
9	D		D
10		D	P
11		P	
12			
13	D		
14			
15		P	
16	D		
17			
18	P		
19	P		
20		D	
21		D	
22	D	P	
23		D	D
24		D	
25	D	D	
26			P
27		D	
28			
29			P
30			
31	D	P	P
32	D	D	D
33		D	
34	P		
35	D		
36	D		P
37	D	D	D
38	D		
39			P
40	D	D	P
41	D	D	P
42			P
43	D		
44			
45		D	
46	P		
47			
48		D	
49		D	
50	D		D

Code: D=Definitely Promising ($p<.05$); P=Promising ($.10>p>.05$)

40

fell between .05 and .10 for at least one of the samples on at least one criterion were numbers 3, 4, 6, 11, 15, 18, 19, 26, 29, 34, 39, 42, and 46. Thus, 13 of the remaining 20 items show marginal promise as indicators of a successful cooperative experience, leaving seven totally unpromising items. However, even these items should be examined further before being discarded as useless.

To determine the reliability of the questionnaire, the staff computed Alpha Cronbach reliability coefficients. The reliability for the two samples combined (n=34) was .88. This quite satisfactory reliability coefficient is consistently high across both samples.

A varimax rotated factor matrix was computed on the 50 benefit items and three criterion items for each sample individually, and again for the combined sample. As in the item-by-criteria correlations, different results were obtained in the different analyses. Different factors showed up for each sample and again for the combined sample. This instability of the factors indicates the tentativeness with which the report results should be interpreted. Only the factors for the larger analysis (n=34) will be reported here. The character of these factors will probably change as further data are accumulated.

The factor analysis was computed for several reasons. While the analysis did not bear a direct relevance to the validation of the questionnaire instrument, the staff believed that the results obtained would aid in interpreting responses to any single item. Secondly, since each factor represented a specific outcome of cooperative education, the staff expected that directions for a further elaboration of the survey would emerge. Lastly, the results from the factor analysis were expected to highlight interrelationships among items and criteria, simplifying interpretation of the entire questionnaire.

A total of 16 factors, each with an eigenvalue greater than 1.00, emerged, accounting for 100 percent of the variance. Figure 8 presents the eigenvalues and percentages of variance for the 16 factors. As was

Figure 8. Factor Analysis (Eigenvalues and Variance)

FACTOR	EIGENVALUE	PCT. OF VAR.	CUM PCT.
1	9.29	21.0	21.0
2	5.74	13.0	34.0
3	3.90	8.8	42.8
4	3.42	7.7	50.5
5	2.89	6.5	57.0
6	2.50	5.7	62.7
7	2.28	5.2	67.9
8	2.22	5.0	72.9
9	2.09	4.7	77.6
10	1.89	4.3	81.9
11	1.66	3.8	85.7
12	1.53	3.5	89.2
13	1.39	3.1	92.3
14	1.28	2.9	95.2
15	1.11	2.5	97.7
16	1.06	2.4	100.0

discussed in Part III, it was decided to interpret only the highly significant factors, those with an eigenvalue greater than 2.00. The nine factors in Part III accounted for 77.6 percent of the variance. Figure 9 lists each factor, the items that contribute most heavily to the factors, and the loading for each item.

With a larger sample of subjects all 16 factors would have been interpreted here, since all eigenvalues exceeded one. These factors, in this analysis, suggested several additional outcomes of the cooperative education experience. For instance, a poor on-the-job experience could lead to a decline in mental health (Factor 13); social skills could be acquired even if one disliked the academic aspects of college (Factor 15); one could learn about an occupation even if only to discover that it was not the right career choice (Factor 16).

As a final note, it should be mentioned that, while the benefit items within a factor are statistically related, the interpretation of these relationships and of the factor as a whole is somewhat subjective. Therefore, the reader is urged to examine Figure 9 for the actual items that load on the factors and for the magnitude of the loadings. The cut-off point for determining the significant loadings was set at $\pm$ 27.5, which is the value for a PPM correlation (where n=34) that attains significance at $p<.05$.

The purposes outlined for this phase of the project--design and validation of an instrument enabling evaluation of cooperative education programs--have been accomplished to a reasonable degree, given time constraints and the enormity of the task of validating a standardized test. Years and often decades are necessary before a test can be considered nonexperimental in nature. Clearly, while significant headway has been made in achieving the original purposes, the questionnaire instrument will require additional work before it is optimally effective. This caveat applies to every phase of the analyses that have been conducted; not a single conclusion can be stated with a high degree of confidence in regard

Figure 9. Description of Factors

Factor 1: Occupational Confidence

Item 29, loading = .58: Headstart in salary and position

Item 44, loading = .53: Knowledge about occupation

Factor 2: Self-Sufficiency

Item 17, loading = .62: Satisfaction in job well done

Item 7, loading = .38: Assumption of adult role

Item 16, loading =-.35: Openness about self

Factor 3: Purpose

Item 31, loading = .43: Purposeful in choosing electives

Item 5, loading =-.38: Patience

Item 27, loading = .38: Clarification of career goals

Item 24, loading = .37: Resume writing

Factor 4: Academic Relevance

Item 37, loading = .47: Serious about school

Item 43, loading = .47: Classroom analyses of job experiences

Item 30, loading = .39: Relevance of classwork

Factor 5: Social Integration

Item 2, loading = .51: Personal relationship to society

Item 10, loading = .41: Acceptance of responsibility

Item 8, loading = .28: Considerateness and tolerance

Factor 6: Group Goal-Orientation

Item 42, loading = .56: Contributing as group member

Item 1, loading = .35: Leadership

Item 33, loading =-.28: Academic self-confidence

Factor 7: Persistence

Item 4, loading = .62: Persistence

Item 34, loading = .45: Relationship with teachers

Item 45, loading =-.29: Learn shortcuts (techniques, equipment)

Factor 8: Occupational Enjoyment

Item 50, loading =-.58: Problems of employers

Item 23, loading = .34: Job interviewing skills

Criterion--General Satisfaction, loading = .46

Factor 9: Evaluation

Item 11, loading = .50: Evaluating own abilities

Item 15, loading = .42: Expectant of others

Item 46, loading = .28: Working under evaluation and discipline

to the usefulness of the instrument. Samples in the independent analyses (n=21 and n=13) are very small, and the combined sample is comprised of only 34 subjects. Therefore, to establish the validity of the questionnaire, this study should be replicated with larger numbers of students and various types of cooperative education programs. As an aid to future research, the following discussion and recommendations for each type of statistical analysis are offered.

A. Means and standard deviations

Item means and standard deviations are generally acceptable, although slightly negatively skewed. This bias towards a favorable evaluation of the cooperative program may be a valid reflection of the subjects' experiences. However, those items with especially high means and small standard deviations should be re-examined to determine if the form of the question might tend to shape the response.

Of great use would be the development of a set of norms for total scores on the questionnaire. With this scale, the successfulness of an individual's cooperative experience could be compared to the experiences of his or her peers, and the mean score for all students in an entire cooperative program could be compared to the norm. Although standardization of the instrument is in itself insufficient as an indicator of a program's success, it is at least useful as a reference point.

The staff recommends that these norms be collected centrally as the instrument is disseminated to individual institutions. Norms for first-year as well as second-year students should be collected, and separate norms should be made available for separate curriculum areas. Although it might also seem useful to vary the use of specific items on the questionnaire to accommodate different curriculum areas, the items seem sufficiently general to apply to any area within a cooperative program.

B. Item-by-Criteria Correlations

Item-by-criteria correlations varied widely depending upon the sample and the criteria used. Therefore, although 30 of the items correlated significantly ($p<.05$) with one of the criteria with one of the samples (each sample used two criteria and the combined sample responded to one criterion in common), the validity of all items remains questionable. Not only were the samples small, but the criteria against which the items were validated were themselves in experimental form. For the same reasons, the twenty items that did not yield a significant correlation with a criterion item (13 of which came up significant at $p<.10$) should not necessarily be excluded from the final questionnaire.

The criteria items require considerable development. As used in the present study they represented only hypotheses as to what might constitute a successful cooperative experience and might provide an appropriate format for gathering data. Considerable problems exist with the criteria as they were used here. The criterion item requesting information on success in pursuing a career should be expanded to include information concerning present occupational status, raises in pay, job promotions, and job satisfaction. The usefulness of the present criterion is limited in that it cannot be applied to both currently enrolled students and recent graduates.

The criterion of general satisfaction with one's cooperative experiences also presents difficulties. Its inclusion in Factor 8 suggests that subjects interpreted this item as referring to their on-the-job experiences, despite explicit directions to the contrary. While it may be that on-the-job experience was all-important in determining an individual's general satisfaction with the college experience, it might be advisable to expand the interpretation of the item. Its inclusion in Factor 8 also suggests that satisfaction with the program should include considerations other than the extent to which the experience is enjoyed.

The third criterion used was the employer's rating of the student's job performance. The item yielded very little variability of response. Apparently, if the sample used herein is a valid index, employers are quite pleased with the performance of cooperative students. Future use of this type of criterion should be expanded to include data on absenteeism, promptness, and reliability.

Developing good criteria is essential in providing firm empirical support for the benefit questionnaire's validity. This task is itself a complex, demanding one that will require a great deal of effort. The three criteria used in this study are only a beginning, and the five other suggestions for possible criteria variables may prove useful in future research.

The detailed questionnaire should be used along with the criteria variables. Besides yielding a total score indicative of a successful cooperative experience, the questionnaire has several important attributes. First, the larger number of items holds the potential of yielding greater discriminatory capacities. Second, the 50 items together cover the entire cooperative experience more completely than might a single criterion score, since the questionnaire is based on a comprehensive model of cooperative education. Finally, the complexity of the 50 benefit items can be reduced to a smaller number of factors, which can make it more adaptable as a diagnostic instrument. This suggestion will be returned to later.

C. Reliability

The Alpha Cronbach reliability coefficient obtained was very acceptable across all the analyses conducted. It can be stated with a fairly high degree of certainty that the questionnaire instrument will obtain a consistent score upon repeated use within groups of subjects.

D. Factor Analysis

In relation to the item-by-criteria correlations, the results of the factor analysis varied for sample 1, sample 2, and the combined

samples. Therefore, further investigation is recommended to duplicate and elaborate the factors reported on here. Each of the factors is conceptualized as a different outcome of the cooperative education experience. Since different programs can be expected to yield different outcomes, further research with other programs may turn up more than the 16 factors found in this study. An expanded factor-analytic study of the benefit items might help fulfill the most ambitious goal of the questionnaire--analyzing the experiences of individual students or of an entire school.

As more programs administer the questionnaire, factor analyses of item responses are increasingly likely to yield a comprehensive set of outcomes for any cooperative education program. From these factors, scales can be developed for each outcome. Thus, an individual's response to the questionnaire can be turned into a profile illustrating responses on each outcome possibility. For example, a subject may score high on the "cooperation and social integration" scale, high on the "group goal-orientation" scale, and low on the "occupational confidence" and "occupational enjoyment" scales. A school counselor seeing this profile might check to see if the student's work experience or occupational choice requires solitary activities, in which case the counselor might suggest a change in occupational choice. Similar types of profiles could be constructed for entire cooperative education programs or for specific curriculum areas within a program.

PART V

INVESTIGATION INTO
DISCONTINUED COOPERATIVE EDUCATION PROGRAMS

The telephone survey revealed four instances in which cooperative education programs had been discontinued. The staff visited two of the colleges, which had had large, respected programs, and interviewed personnel to discover why the programs were dropped.

Elements cited as contributing to the demise of the programs were:

1. Mandatory program
2. Lack of credit
3. Academic year based on quarters
4. Alternate work pattern
5. Low enrollments
6. Limited number of appropriate jobs
7. Separation of work assignments from faculty
8. Budget cuts
9. Administrative disapproval
10. Inflexibility of faculty or administration.

Mandatory programs contributed to the failure of cooperative programs at the two colleges because (1) not all faculty supported cooperative education but all were subject to program requirements; (2) restricted local economies frequently led to placements unrelated to a student's career choice; and (3) resources were insufficient to support both cooperative education and other desired educational options.

The next four factors were closely related. At the two colleges the alternate work pattern of cooperative education programs required a quarter system, which forced faculty members not directly involved in cooperative education to teach in the summer. The alternate scheduling of academic work and job training had a further negative impact: reducing the number of students in class at one time. This reduction, intensified by a general

decline in enrollments, resulted in small, inefficient classes that fell below the number of faculty-student contact hours required by the state.

Furthermore, since no credit was awarded for cooperative education programs, no income was realized from tuition fees or state grants. All of these factors, therefore, combined to make cooperative education at these two colleges an economic burden.

The need to reduce expenses at one of the two colleges focused on cooperative education as a non-contributing element. Since there were full-time coordinators, a neatly packaged budget cut could be realized. Faculty were not willing to assume the responsibilities for coordination because, with all students required to take cooperative, the job of finding appropriate work experiences was a sizable one. Besides, many faculty members felt that the coordinators had often compromised the ideal of appropriate job training for the sake of simply placing students. Faculty members were reluctant to support a program that, for example, placed an accounting student on a loading dock.

Another problem was inflexibility. At one college the administration would not consider modifications in the cooperative education programs. At the other, faculty who supported cooperative education would not consider an optional program or more flexibility in scheduling. An apparently unsympathetic administration--which was seeking to cut $250,000 from the budget--further dampened the potential for flexibility by suggesting that if credit were instituted, something would have to "give" elsewhere in the system. This implied that some faculty members not directly involved in cooperative education might lose their jobs.

For all these reasons, even faculty sympathetic to cooperative education voted it out at both colleges. However, there is hope that more flexible cooperative education programs will be introduced.

Thus it is clear that without faculty or administrative support, even strongly established cooperative education programs can suddenly disappear. On the basis of its investigation into these discontinued programs, the project staff made the following recommendations:

- Credit should be awarded for mandatory programs.
- The work-study pattern should be flexible and varied.
- A program should not be mandatory if suitable work slots are not available.
- Internal support of faculty and administration should be sought and concessions made.

PART VI
RECOMMENDATIONS

The results of the project's 50-item questionnaire revealed a high level of student satisfaction with the cooperative education experience. As recommended earlier, the study should be replicated with larger numbers of students. Nevertheless, the consistency of satisfaction indicates the general effectiveness of cooperative education.

In order to expand existing cooperative education programs and develop new ones, the state should establish a support system, which would include the subsystems of needs assessment, planning, implementation, and evaluation. With the resources available to the state, the people involved in the support system could efficiently assess student and community needs, develop effective planning and implementation strategies, and establish evaluation criteria. College administrators could then apply the needs, strategies, and criteria to individual cooperative education programs. Thus, the statewide support system would coordinate local cooperative education programs and apply its resources to make those programs more effective and relevant in meeting student and community needs.

The underlying structure of this support system is an effective model that would describe an ideal system for cooperative education at two-year colleges. This systems model could identify weaknessess in local programs and indicate areas for further research.

There are also several secondary components of the systematic approach advocated here. State priorities for cooperative education should be projected for five years and updated annually. To provide greater uniformity and efficiency in developing proposals and allocating funds, the New York State Education Department should develop guidelines for applying for cooperative education funding. Instructions for funding applications can be found in the Guidelines for Cooperative Education Program Development at Two-Year Colleges, developed by the Cornell Institute for

Occupational Education. After a year or two of actual use, this guide should be evaluated for relevance and revised accordingly.

After reviewing this report and the Guidelines for Cooperative Education Program Development at Two-Year Colleges, some cooperative education coordinators recommended holding a professional development conference. Ideally, this conference would be held as soon as possible so that coordinators of various types of experiential programs, after reviewing the definition and advantages of cooperative education, could clarify the status of their own programs. The conference could also provide an efficient forum for a discussion of the goals and directions for cooperative education in the next decade.

Finally, besides the additional surveys of student benefits, there should be further study of the fifteen major issues of concern identified by directors or coordinators of cooperative education programs. The purpose of this research is to establish specific guidelines to aid coordinators in the administration of cooperative education programs. These guidelines should resolve many of the problems that arise in the major areas of concern. Most of the data could be obtained through personal interviews.

To summarize, the project's recommendations are:

- There should be a statewide support system for cooperative education.
- A conceptual model of this system should be developed.
- State priorities for cooperative education should be developed on a five-year basis with annual updates.
- The Guidelines for Cooperative Education Program Development at Two-Year Colleges should be reviewed periodically and revised accordingly.
- There should be a professional development conference for coordinators of experiential programs at two-year colleges in New York State.
- Research is needed on the fifteen major issues of concern to offer specific options to coordinators.

APPENDICES

1. Edited Meeting Summaries
2. Annotated Bibliography
3. Telephone Survey: Colleges and Program Enrollments
4. Work-Experience Survey: Report of Findings
5. Work-Experience Survey: Responses from Cooperative Education Programs Only
6. Interview Protocol for Cooperative Students
7. Faculty Responses to Interview Questions
8. Employer Survey: Protocol and Benefits
9. Graduate Survey: Protocol, Questionnaire, and Frequency of Benefits
10. Fifty-Item Questionnaire
11. Work Experience Survey

1

EDITED MEETING SUMMARIES

MINUTES-TECHNICAL REVIEW COMMITTEE
MARCH 2, 1979

Present: A. Beilby, A. Berkey, J. Confrey, J. Dunn, H. Veres

James Dunn related his belief that Mike VanRyn wanted us to define quality cooperative education programs in order that Grants Administration could 1) make better decisions about reallocating resources and 2) offer recommendations to other petitioners for cooperative education funds regarding improvements they might make in their program. The basic rationale for this project is that Grants Administration wants guidelines to help them in those matters. All present agreed that the proposal was not crystal clear. Art Berkey suggested that project objectives be stated more clearly. The following list of objectives was generated.

Objectives for the project are to:

1. Define cooperative education.
2. Determine characteristics and problem areas of cooperative education programs in New York State two-year colleges.
3. Determine major issues as perceived by practitioners.
4. Identify areas of educational benefits of cooperative education and develop instruments to measure those benefits.
5. Describe existing and/or potential relationships of cooperative education programs with funding/employment programs (CETA/ARC).
6. Develop and disseminate handbook. The handbook will contain:
   a. Definition (#1 above)
   b. Characteristics and problem areas (#2, above)
   c. Major issues (or problems and barriers, #3, above)
   d. Instruments to measure benefits to students (#4, above)
   e. Organization patterns (governance and work-classroom scheduling patterns, from #2, above)
   f. CETA/ARC relationships (#5, above)

Finally, the committee decided that the focus--re: Benefits of Co-operative Education--should be restricted to educational benefits which accrue to students.

AMENDED
3/30/79

MINUTES: TECHNICAL REVIEW COMMITTEE
March 9, 1979

Attendance: A. Beilby, A. Berkey, J. Confrey, J. Dunn, H. Veres

The committee reviewed the minutes from March 2. The following changes were agreed upon:

1. Under objectives for the project, number 4 will read: "Identify areas of educational benefits of cooperative education and develop procedures to assess those benefits."

2. Under objectives 6, part g will be added to include the literature review.

3. An objective 7 will be added: "7. Recommend priorities for future research."

The committee discussed the design of the impact study, which refers to on-site visits intended to pilot the assessment instruments. Al stated that the information from the project should aid the state department in making decisions about distribution of cooperative education money to the most likely candidate in order to:(1) improve or aid cooperative education programs, and (2) initiate cooperative education programs. To do this, the following information is necessary:

1. a definition of cooperative education: necessary characteristics of a cooperative education program

2. characteristics of a "model" cooperative education program: sufficient conditions to insure quality programs

3. practices which enhance a cooperative education program

4. practices which inhibit a cooperative education program.

He discussed probable sources of information for each of these informational areas.

The committee then discussed a typology of student benefits. First the suggestion was made to identify categories of benefits such as: career planning, personal growth, relationship between self and work and integration between classroom and job-site components. A comprehensive list of potential student benefits of cooperative education could be presented in such a format; then the measurement of these benefits could be undertaken.

The generation of benefits can come from four sources:

1. the definition of cooperative education

2. the goals and objectives of particular programs

3. the literature review

4. comparisons of cooperative education with work experience, liberal arts, and laboratory programs.

The committee discussed the relationship of work-study benefits and cooperative education benefits. Art felt that work-study benefits are a subset of cooperative education benefits. Jim felt that they are best considered disjoint sets.*

The committee did reach a consensus that the integration between work and classroom is unique to cooperative education, and as such, it should be emphasized in the research; however, the entire range of benefits to students, including career exploration and work attitude benefits, should be surveyed.

*The purpose of the discussion was to generate alternate hypotheses for investigation and to guide development of study plan.

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TO: TECHNICAL REVIEW COMMITTEE

FROM: AL BEILBY

DATE: MARCH 27, 1979

RE: PROJECT OBJECTIVES

Currently there are two lists of objectives for the project: one list in the proposal (and echoed in the contract--see attachment) by which the project will be evaluated, and another list developed (with my input) by the Technical Review Committee for their understanding of the project.

These two lists generate some confusion: are they different? Must only one be addressed?

I have matched the two lists of objectives in the figure below. It does not appear to me--even though some objectives are not matched up--that there is anything listed on the Technical Review Committee side that was not contemplated before. We did set parameters so that we would consider only the student component, but that did not impact on the way in which the proposal objectives might be stated, or even interpreted. I propose therefore, that the synthesized list of objectives, as presented below, be used as the basic guide for project management.

AB:mbd

COMPARISON OF PROJECT OBJECTIVES
AS GENERATED BY TWO SOURCES

PROPOSAL/CONTRACT	TECHNICAL REVIEW COMMITTEE
	1. Define cooperative education
1. Lit. Review a) issues b) problems c) characteristics & configurations	2. Determine characteristics and problem areas 3. Determine major issues
2. Specify criteria for program assessment	
	4. Identify areas of educational benefit to students and
4. Design procedures to assess impact on students 5. Pilot test instruments	develop measure to assess benefits
X. "In addition special attention will be given to CETA/ARC"	5. Describe relationships with CETA/ ARC
6. Develop a reference handbook 7. disseminate handbook	6. Develop and disseminate handbook
8. Recommend priorities for future research	7. Recommend priorities for future research.

The Technical Review Committee also identified what would be included in the handbook. This was also addressed by the proposal, so I have attempted to synthesize these two information sets with the following results:

PROPOSAL (PAGE 9)	TECHNICAL REVIEW COMMITTEE
	a. Definition
	b. Characteristics and problem areas
2. Problems and barriers	c. Major issues and problem areas
3. A plan for assessing educational value	d. Instruments to measure benefits
1. Options in organizing and structuring learning experiences	e. Organization patterns
	f. CETA/ARC relationships
	g. The literature review

Once again I see little substantial difference. The Technical Review Committee has added the CETA/ARC relationships, the literature review, the definition and "characteristics" to the handbook.

With regard to the objectives, I now think it would be best not to put much weight on governance structure (see Item 6-C of TRC Minutes. March 2, 1979). The governance might better be dealt with in the survey report. The proposal does clearly identify that we will investigate work-study pattern, and perhaps that is the only thing about organization that belongs in the handbook.

We can discuss these at our next meeting if that is acceptable to everyone.

MINUTES - TECHNICAL REVIEW COMMITTEE

March 30, 1979

Present: A. Beilby, A. Berkey, J. Confrey, J. Dunn, H. Veres

Al presented a format by which data from the survey might be extracted and reported. The deadline for having the survey report ready was identified in the Interim Report as April 30. His intent was to hire a work-study student to compile and transfer the information from one format to another.

The committee recommended that a report of response frequencies be reported instead of reassembling the information. Al agreed that this approach would save time.

In addition to the report of survey results, a second document -- the description assessment -- will be compiled. This document will identify cooperative education programs which meet preset criteria. It will also describe similarities and differences among programs and provide observations about the current status of cooperative education in the state's two-year colleges.

The definition of cooperative education occupied the bulk of the remaining meeting time.

Al presented a proposed definition and a list of "desirable" characteristics. There appeared to be no basic opposition to the definition, but neither was it pronounced suitable. A phrase not in the definition but which kept recurring is "work experience is to enhance the educational development of the student."

The list of characteristics was reworked and the revision is attached. The title was changed to indicate these characteristics are required, not simply desirable.

SUMMARY: TECHNICAL REVIEW COMMITTEE MEETING

May 14, 1979

Al reported on the interviews at Monroe Community College. Only four students were formally interviewed because of broken appointments. These students were in their final semester and first cooperative experience. Therefore, questions concerning changes in school-related matters which might have been attributable to cooperative were inappropriate.

Two faculty were interviewed who have no cooperative responsibilities beyond instructing students who take cooperative. They instruct non-cooperative students as well. These faculty could only speculate on matters of student benefits.

Four faculty who were cooperative coordinators were interviewed. They appeared to have fairly strong convictions about student benefits.

After the debriefing, Art expressed concern that more direction be given to coordination with regard to type of students who might be made available for interviewing.

Jim reviewed the progress and future project commitments by noting:

1. There appeared to be two types of cooperative education programs as drawn from the literature and the survey, and they were "narrow" or "broad."
2. We had described programs as cooperative education if they claimed to be. (There needs to be a stronger link between this definitional step and the first survey/literature review step.)
3. We were developing a list of benefits and a benefit assessment tool which collected perceptual data.
4. We were to develop a handbook of procedures for self-assessment.

Art recommended that we develop key questions that could help Van Ryn to think about cooperative education and to conceptualize the important issues with which SED could deal. Examples of questions include "where should we put resources?" "What should be defined as cooperative education?" "What are the implications of cooperative education for in-service?"

Another issue raised during the meeting was whether employers should be included in this year's search for student benefits. Al stated he could fit it in, and would seek 10 employers to interview. This would address the problem of whether employers recognize benefits or perceive different benefits.

The question was raised about whether "broadly defined" programs should be added to the field sites. There is a possibility they perceive different benefits, that they achieve benefits to a different degree than "narrowly defined" programs, and/or that benefits perceived by both types conflict. Al didn't believe he could accommodate an additional site.

AB/jn

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COOPERATIVE OCCUPATIONAL EDUCATION

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Cooperative Education Program Assessment

ADVISORY COMMITTEE MEETING

December 20, 1978

Albany, New York

Attendance: Fred Arold, Al Beilby, Henry Coghill, Jere Confrey, Ron Cushman, Joe Frey, Edgar Glass, JoAnn Hinton, Allan Korn

The purpose of the advisory committee meeting was to describe the current status of the project and to seek the advice of committee members on matters related to 1) the literature review, 2) the impending mail survey and 3) preliminary selection criteria for site visits. In addition, the committee's general concerns for the project were solicited.

Throughout the Advisory Committee's discussions, various themes recurred. Since these themes exerted considerable influence on the stance the members took during the meeting, a brief description is warranted:

1. Committee members expressed unanimous agreement on the priority of the individual student in cooperative education.

2. Committee members noted that research abounds on four-year cooperative programs. They stressed that since this project is targeted to two-year programs, it should strive to isolate the unique concerns and benefits of cooperative education in that setting.

3. The committee discussed the wide range of work experience programs--from experiential education to cooperative education--and recommended the inclusion of the entire range in the descriptive portion of the study. A more restricted approach was recommended for the site investigations.

4. The committee discussed the need for specification of program objectives by cooperative education personnel. Both the diversity of objectives and their lack of specificity complicate the evaluation of cooperative education.

THE CURRENT STATUS OF THE PROJECT

The phone survey has been completed and the results compiled. Initial efforts have been made on both the literature review and the mail survey.

Telephone Survey Results. The primary objective of the phone survey was to ascertain the name of an individual to receive the mail survey. In addition, a list of salient issues in cooperative education was compiled. An analysis of the data indicated that in the mail survey some attention needs to be paid to the organization of cooperative education programs within the college. Two structures predominated, one in which the cooperative education program existed independently of the department or division offering the particular courses, and one in which the cooperative education program was governed from within the curricular department. The number of different cooperative education programs at a single institution correlates more highly with program structure than does the number of cooperative education students. This suggests that information about structure may be important to the project.

The complexity of the phone survey was noted; however, it was emphasized that the purpose of the survey was to identify key personnel and potential areas of concern which could be more fully explored through the mail survey.

LITERATURE REVIEW

The committee expressed enthusiasm for a format which cross references the citations, and which restricts itself to documents of high quality. Suggestions of possible sources included the Center of Northeastern University, dissertation abstracts, ERIC American Association of Junior Colleges, and state grants in cooperative education, as well as national training programs in cooperative education. The committee volunteered to send copies or citations of articles and documents which might prove helpful.

MAIL SURVEY

The committee was asked to list information which they felt would be useful in a description of the statewide cooperative education programs. From the following list of desired information, a mail survey will be constructed:

Specific Program Descriptors

1. Program Name.
2. Enrollments.
3. Job Duration and Frequency.
   a. Number of hours worked per week
   b. Number of weeks
   c. Number of job experiences while in program
   d. Was the work a full-time or part-time experience?
4. Academic credit - how is it awarded?
5. Remuneration
6. Supervision
   a. Who supervises?
   b. How is that person compensated?
7. Program Content
8. Supervisor's visits to student's job site.
   a. Frequency
   b. Timing

General Cooperative Education Program Descriptors

1. How did cooperative education program get started?
2. How long has it existed?

3. Source of funding

4. Administrative structure of cooperative education (i.e., is it within departments or separate?)

The committee recommended that the mail survey not be implemented until about February 1, 1979.

MISCELLANEOUS ITEMS

Various concerns or suggestions were raised throughout the session:

1. Pay attention to new student who is non-traditional and upwardly mobile. Specifically, what does cooperative education offer such a student who is experienced in job market?

2. Assess the degree to which small businesses are used as work experience sites.

3. Investigate Manhattan's computer package for job placement.

4. Focus the handbook on how to evaluate, how to grow and expand, not how to start cooperative education program.

5. Investigate extent to which curriculum is competency-based.

Two more advisory committee meetings are planned, tentatively for March and mid-summer.

A DESCRIPTIVE ASSESSMENT OF COOPERATIVE EDUCATION PROGRAMS
REPORT OF ADVISORY COMMITTEE MEETING
SYRACUSE, NY--March 15, 1979

Prepared by Al Beilby

In attendance:	Fred Arold	Harry Heinemann
	Hank Coghill	Al Korn
	Ron Cushman	Al Beilby
	Joe DeFillippe	Jere Confrey
	Joe Frey	Jim Dunn

This report is a review and summary of concerns, issues and comments made at the referenced meeting; it is not simply "the minutes" of the meeting. The order of presentation here is not quite the same as that of the meeting and I have attempted to synthesize the substance of the entire meeting. I have also included additional comments on how some unresolved matters might be resolved.

PROJECT RATIONALE

The meeting opened with a review of the rationale behind the project.

The rationale was as follows: Title VIII money is to be distributed for cooperative education. The Bureau of Grants Administration (SED) would like to distribute the money in order to achieve maximum effectiveness or "pay off." In order to distribute funds for maximum effectiveness, there is a need to answer questions such as:

1. What are the essential characteristics of cooperative education?
2. What are the criteria for a good cooperative education program?
3. Are some characteristics more important than others?
4. What inhibits cooperative education program performance?
5. What can be done to improve cooperative education programs?

An assumption underpinning this study is that cooperative education programs benefit some persons or groups of persons.

Conventional wisdom, and the literature, identify three beneficiary groups in the cooperative education milieu: students, schools (colleges), and employers. (Employers might be thought of as the most significant component of a group labeled "community." Fred Arold suggests a fourth group: "society." These ideas will be explored in this study.) A direction which the project should definitely take, then, is to identify benefits which accrue to these groups. (At this stage I am referring to the original three: students, colleges, employers.)

Identifying benefits to all three groups is too large an undertaking for a one-year project. However, when a three-year time span is considered, a systematic approach to the study of benefits to all three groups can be considered. The significance of this stepwise approach is that limited parameters can be set, which makes the project more amenable to accomplishing annual goals. The group to be examined this year is the student group. A proposal submitted for consideration next year focuses on college benefits and employer benefits and why employers do or do not participate in cooperative education.

REVIEW OF PROJECT ACCOMPLISHMENTS

To date, project staff has developed and mailed a survey which will collect information to be used in describing the current state of cooperative education and other work experience programs in two-year colleges in New York State. (Surveys were mailed to 38 colleges. At this time--March 30, twenty-eight colleges (73+%) have returned the survey.) In addition, an extensive portion of the review of the literature has been completed. (Harry Heinemann made reference to the recent Applied Management Sciences' "National Assessment" project. This study was not uncovered by our ERIC search. The study had been mentioned in the last meeting and I had been given an executive summary. From the executive summary I made a decision not to follow up on it immediately since it appeared marginally related to the project. A copy of the study is now in hand.)

A third area of project activity has been the specification of criteria by which program success may be assessed. Work in this area is ongoing.

DERIVATION OF STUDENT BENEFITS

One of the intents of the meeting was to present the Advisory Committee with a list of benefits identified by project staff and to request the Advisory Committee to name additional student benefits.

(The use of the terms "benefits" and "educational value" appeared confusing to some. "Benefits" is used in a generic sense as some good or advantage accruing to someone (students) or something (college). It does not imply dollar value.)

Jere presented the strategy she used to identify student benefits--a matrix of nine cells. This type of matrix assists in identifying the theoretical "universe" of benefits that can be sought empirically. (The same technique, though a different matrix, was used by Jane Cashell, a consultant to the project, in order to generate benefits and questionnaire items. I believe that perhaps Jere's plan suggests a stronger rationale for placing particular benefits in particular cells than the consultant's. This is not likely to change benefits or questionnaire items generated by Cashell, but may provide stronger factors. The issue was raised as to whether Jere's matrix accommodates cognitive benefit. It appears to me that it does, but this issue needs to be thought through...we may wish to make the accommodation explicit.)

The committee was reluctant to identify additional student benefits, largely because the literature review is not complete and the literature may contain validated lists of benefits as well as validated instruments for assessing those benefits. (With regard to benefits to the student, project staff will obtain additional significant studies and validate our lists of benefits and items against those provided by others. We will also continue to refine and validate our own conceptual framework for generating benefits.)

CONSULTANT REPORT

A consultant was used to assist in the development of the research plan and data collection instruments. The consultant produced a document that was received one day before the meeting. This did not give the committee nor staff time to evaluate or assimilate the work. The consultant instruments are not intended to be final, but rather an initial draft for pilot tests.

SURVEY DATA AND SITE SELECTION

The survey yielded information about fifteen work experience programs. There was a great deal of variation among the programs, and no clear distinction between those that identified themselves as only work experience programs and those that identified themselves as cooperative education programs.

The committee indicated that site selection should be based primarily on the site's rural/urban nature and size of the program (both in terms of number of programs and number of students). The program should also have a reputation, and the committee offered as candidates: Villa Maria, LaGuardia, Alfred, Borough of Manhattan, and Niagara. It was also suggested that one school with a minority student population be included.

It was recommended that Schenectady and Mohawk Valley be considered as candidates for sites that cancelled their programs. All final selections were to be left to the discretion of project staff.

The committee remained uncertain about precisely what would be done at the sites.

The intention had been to pilot test the "draft" student benefits questionnaire and--during the same trip--interview another sample of cooperative education students with regard to benefits they perceived as coming from the cooperative education program. The interview data

would be analyzed to see whether previously unidentified benefits were identified. If so, additional questionnaire items would be generated and a new instrument would be developed. (Additional items might also be generated from summer interviews with program directors, coordinators, and other faculty.) However, under this procedure--driven by the need to interview students when they were available this spring--there would be little or no time to test the final instrument before the end of the project. (A group of students available during the summer has since been identified, thus alleviating the pressure to test an unfinished instrument.)

Harry Heinemann stated that the concept of a pilot test was too broad and recommended the pilot be performed on a small group of students from some nearby college. It is likely that this could be done through the mail, which would confine the site visits to collection of interview data. Other Advisory Committee members concurred.

(A revised plan of intended procedure is under development and will be mailed in the near future.)

DEFINITION OF COOPERATIVE EDUCATION

The committee was given a handout containing possible characteristics of cooperative education as a point of departure for a discussion of definitions. A major concern of the committee members was that we do not make the definition too confining so as to rule out a number of existing cooperative education programs. On the other hand, the need for a definition to guide this effort was acknowledged.

There was talk about cooperative education for job skills, about general cooperative education for liberal arts, dual career possibilities, career education, professional preparation, paraprofessional preparation, and so on.

Although this project must focus on occupational areas, it would be erroneous to formulate a definition with job skills as the focus. (Each time the terms career field, job skills and technical knowledge were mentioned, there was some dissent about including those or similar terms in a definition.)

Obviously, a definition must be carefully constructed. (A discussion in draft (in progress) will be shared with the committee.)

SUMMARY:

The following topics and activities need to be more fully explored and developed:

1. Defining cooperative education (in process).
2. Identifying educational benefits to students
   a. A more extensive literature review (for validation) (in process)
   b. Field interviews
   c. Logical deduction vis-à-vis the conceptual framework
   d. Pilot test (for validation)
3. Clarifying the purpose of the site visits and the nature of the pilot test (in process)
4. Selecting sites
5. Identifying recipients of cooperative education (to address the fact that CETA's focus is society, not students).

Although it did not come up in the meeting, a sixth, and pressing, activity is summarizing the survey data (in process).

ANNOTATED BIBLIOGRAPHY

The works cited here provide useful aids for developing cooperative education programs and will serve as points of departure for further reading. There are four broad topics in this listing: bibliographies, general background, sourcebooks and research reports.

The Educational Resource Information Clearinghouse (ERIC) number is provided for items that can be obtained in hard copy. Orders should be addressed to:

ERIC Documentation Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

Bibliographies. For those who want more information about any aspect of cooperative education, these works are listed in order of publication.

Smiley, James & Wesley Budke. Post-Secondary Cooperative Education Abstracts. Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, 1973.

Abstracts of 57 ERIC documents, 22 ARM documents, and 5 articles appearing in Current Index to Journals in Education.

Brownlee, Roland H. A Selected Bibliography of References to Cooperative Education in Two-Year and Four-Year Colleges and Universities. Madison, Wisconsin: Department of Continuing and Vocational Education, University of Wisconsin, 1974. (ERIC # ED 095 952).

Annotations are weak or missing, but it makes a good supplement to other bibliographies.

CONSAD Research Corporation. Annotated Bibliography: Cooperative Education Planning Study. Pittsburgh: CONSAD, 1975.

Contains 106 well-annotated citations of books and articles.

Cohen, A. M. & L. Solomon. Cooperative Education--A National Assessment: An Annotated Bibliography. Silver Springs, Maryland: Applied Management Sciences, Inc., 1976. (ERIC # ED 129 860)

A review of 134 books/articles on cooperative education. Materials included only if they satisfied screening criteria for relevance to the field.

Wilson, James W. & Kumai Etsuko. Cooperative Education Information Clearinghouse. Fourth edition. Boston: Cooperative Education Research Center, Northeastern University, 1977.

A "must have" compendium of annotated bibliographies of articles, reports and dissertations. This is revised and updated via supplements. Topics of cited works are available through the Clearinghouse.

General Background. These provide an overview of the field.

Knowles, Asa S. et al. Handbook of Cooperative Education. San Francisco: Jossey-Bass, 1972.

A compilation of writings that survey cooperative education. Discusses the history, philosophy and objectives of cooperative education; describes co-op programs in diverse settings; discusses employer-student relations; and explores various administrative aspects of cooperative education. Provides much sound advice.

Bender, Louis W. Cooperative Education: Conception to Credibility. Tallahassee: Center for State and Regional Leadership, Florida State University, 1975. (ERIC # ED 104 486)

A review of roots, philosophy, definitions and issues.

Keaton, Morris & Pamela Tate, eds. Learning by Experience--What, Why, How. San Francisco: Jossey-Bass, 1978.

One of the New Directions in Experiential Education series (there will be future titles). Describes the entire field of experiential education.

NCCE. Commission Circular 3, 4 (Summer 1978). National Commission on Cooperative Education.

Useful for the complete copy of the Commission's working definition of cooperative education and a brief discussion of related issues.

Sourcebooks. These provide background and advice on specific areas in cooperative education. Some titles include "cookbook" suggestions on record-keeping, organization, data-collection, etc.

Dopp, Jean & Athyleen Nicholson. Guidelines for Cooperative Vocational Education in Community Colleges. Olympia, Washington: Washington State Board for Community College Education [c. 1972]. (ERIC # ED 061 440)

A potpourri of advice. Contains 27 pages of appendices, including many suggestions for surveys, record-keeping and data-collection.

Heermann, Barry. Cooperative Education in Community Colleges: A Source-book for Occupational and General Education. San Francisco: Jossey-Bass, 1973.

A compendium of planning, organizational, and operational guidelines. Includes a collection of sample forms. Very useful.

University of Hawaii. A Guide for Coordinators of Cooperative Vocational Education Programs. Honolulu: Office of the Chancellor for Community Colleges, University of Hawaii, 1976. (ERIC # ED 134 258)

Another cookbook. Contains forms for training agreements, evaluation, follow-ups, etc. The local color does not interfere with its utility.

Duley, John S. & Sheila Gordon. College-Sponsored Experiental Learning--A CAEL Handbook. Columbia, Maryland: Cooperative Assessment of Experiential Learning, 1977. (ERIC # ED 148 841)

A general discussion of the elements to consider in planning program design and student assessment.

Sharon, Amiel T. Assessing Occupational Competencies--A CAEL Handbook. Columbia, Maryland: Cooperative Assessment of Experiential Learning, 1977.

Describes and applies a model for identifying and assessing competencies that students may acquire from work.

Wilson, James W., ed. Developing and Expanding Cooperative Education. San Francisco: Jossey-Bass, 1978.

One of the New Directions for Experiential Education series. Discusses the roles of coordinators, credit, evaluation and other current issues.

Crowe, M. R.& K. A. Adams. The Current Status of Assessing Experiential Education Programs. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, Information Series no. 163, 1979.

Reviews latest developments in assessment and current concerns and problems. A good introduction to the state of the art.

Research Reports. Recent exemplary research efforts in cooperative education.

Ehrlich, Don J. & Harry N. Heinemann. The Impact of a Community College Cooperative Education Program on the Performance of Its Graduates. Long Island City, New York: LaGuardia Community College, 1977. (ERIC # ED 136 864)

The title says it all. Example of a well-executed study of a single college's program.

Brown, Sylvia J. Cooperative Education and Career Development--A Comparative Study of Alumni. Boston: Cooperative Education Research Center, Northeastern University, 1976. (ERIC # ED 141 503)

An examination of how alumni of 21 colleges viewed their preparation for careers. A comparative study of those who were in a cooperative education program with those who were not.

CONSAD Research Corporation. Cooperative Education Planning Study. Pittsburgh: CONSAD, 1975. (ERIC # ED 109 511)

This large study explores the nature of cooperative education and its goals. An important study in terms of conceptualizing the field. Provides case studies of eight college programs.

Rosen, David, L. Olsen & K. Cox. Masters of Reality: Certificate or Performance? Washington, D. C.: National Student Educational Fund, 1977. (ERIC # ED 138 810)

A study of 20 exemplary programs to identify major problem areas and student outcomes in post-secondary cooperative education programs.

Cohen, Alan & Steven Frankel et al. Cooperative Education--A National Assessment. Silver Springs, Maryland: Applied Management Sciences, 1978. (ERIC # ED 148 233 & ED 148 236)

A large, good study of cooperative education as a viable way to spend federal funds, its impact on career education and its potential for expansion. A cost-benefit study.

McNutt, Dorothy. "For the Student--Benefits of Cooperative Education." Paper presented at the fifteenth annual meeting and conference of the Cooperative Education Association, Houston, April 1979.

Report of a major national survey to identify benefits to students from cooperative education. Results unpublished when this guide went to press.

Lomen, Lynn D. & Robert S. Standen. To Determine If a Relationship Exists between Success on the Job and How Students Rate the Overall Cooperative Education Program. (ERIC # ED 094 804)

Investigates the crucial, "make or break" job experience in context of students' reactions to cooperative education and what it offers them.

TELEPHONE SURVEY: COLLEGES CONTACTED AND PROGRAM ENROLLMENT

EXPERIENTIAL EDUCATION IN TWO-YEAR COLLEGES

3

College	Name & Title	Phone No.	Type of Program*
Adirondack Community College	Dr. Hutchinson Associate Dean for Career Education	518-793-4491 Ext. 42-43	Co-op
Borough of Manhattan	Harriet VanSickle Chairperson, Cooperative Education Dept.	212-262-5603	Co-op
Bronx Community College	John Leonard Coordinator of Coop Education & Job Placement	212-367-7300 Ext. 565	No Program
Broome Community College	Thomas Rossi Chairperson, Business Division	607-772-5000	Co-op
Community College of the Finger Lakes	Ruth Winter Retail Cooperative Coordinator	716-394-3500	Co-op
Corning Community College	John Zeller Asst. Director for Cont. Educ. for Special Prog.	607-962-9249	No Response
Erie Community College	Jim Cichocki Instructor	716-648-5400	Other (Apprenticeship) and Co-op
Fashion Institute of Technology	Juliet Romano & Joyce Schandel Counselors	212-760-7654	Co-op
Fulton- Montgomery Community College	Dennis Hawks Associate Dean of Career Educ.	518-762-4651	No Program
Genesee Community College	William Rudnicki Director of Career Development	716-343-0055 Ext. 353	No Response
Herkimer County Community College	Dr. H. David Trautlein Academic Dean	315-866-0300	No Program
Hudson Valley Community College	Charles Hagele Coordinator-Instructor	518-266-5748 at Watervliet Arsenal	No Response
Jamestown Community College	Darwin King Director of Cooperative Ed.	716-665-5220	Co-op

* "Co-op" does not mean that all work experience offerings satisfy Cooperative Education criteria.

College	Name & Title	Phone No.	Type of Program
Jefferson Community College	Pat Perfetto Coordinator for Cooperative Education Programs	315-782-5250 Ext. 255	Co-op
LaGuardia	Harold Heinemann Dean of Cooperative Education	212-626-8527	Co-op
Maria College of Albany	Alice James Coordinator-Physical Therapist Asst. Prog.	518-489-7436	Other (Practicum)
Maria Regina College	Sister Mary Paul Director - Job Placement Coordinator - Work Practicum	315-474-4891 Ext. 28	Co-op
Medgar-Evers College	Florence Kaplan Director of Cooperative Education	212-735-1776	Co-op
Monroe Community College	Judith Bulin Director, Coop Ed for Business Div. Elaine Goldstein Coop. Work Experience for the Handicapped	716-442-9950 Ext. 5248 716-442-9950 Ext. 2253	Co-op
Nassau Community College	Ralph Shipp Professor	516-222-7587	Co-op
New York City Community College	Dr. Stanley Brodsky Dean, Engineering Technology	212-643-8153	No Response
Niagara County Community College	Donald Sleight Coordinator - Community Service Internship	716-731-3271 Ext. 253	No Response
North Country Community College	Mr. Maloney Director of Admissions & Fin. Aid	518-891-2915 Ext. 215	Co-op
Onondaga Community College	John Byrnes Director of Coop. Education	315-469-7741 Ext. 217	No Response
Orange County Community College	Robert Mullin Coordinator of Cooperative Educ.	914-343-1121 Ext. 271	Co-op

81

College	Name & Title	Phone No.	Type of Program
Paul Smith's College of Arts & Science	Harry Purchase Chairperson, Hotel Management Div.	518-327-6218	Co-op
Queensborough Community College	Sheldon Somerstein Chairperson, Business Dept.	212-631-6246	No Response
Rockland Community College	Earl Lowell Dean of Instr.	914-356-4650 Ext. 284 or 280	Field Experience, Other
Sullivan County Community College	Jack Gallagher Chairperson, Div. of Social & Behaviorial Science	914-434-5750 Ext. 236	No Response
	Joel Lerner Chairperson, Business Div.	914-434-5750 Ext. 232	No Program
TC3	Robert Gould Director of Cooperative Education	607-844-8211 Ext. 215	Co-op
Trocaire College	Sister Mary Cyril Chairperson of Business Educ. Dept.	716-826-1200	Work Experience
Ulster County Community College	Andrew Sillin Asst. Director of Career Center Director of Cooperative Education	914-687-7621 Ext. 284	Co-op
Villa Maria College of Buffalo	JoAnn S. Hinton Director of Cooperative Education	716-896-0700 Ext. 19	Co-op

Agricultural & Technical Colleges

College	Name & Title	Phone No.	Type of Program
Alfred State College	Dr. Ronald Cushman Dean of Special Academic Program	607-871-6111	Co-op and Other
Canton State Univ.	Brian Felitto Assistant to Vice-President for Academic Affairs	315-386-7011 Ext. 7102	Other (misc.)
Ag.-Tech. College at Cobleskill	Howard Sidney Dean of Academic Affairs	518-234-5523	Other (Work Study)
State University at Delhi	Dean Janet Schwengber Dean of Non-traditional Studies Division of Non-traditional Studies	607-746-4361	Field Experience
Ag.-Tech. College at Morrisville	Dr. Kowalski Vice-President of Academic Affairs	315-684-7054	Other (Work Study)

Co-op Education - Telephone Survey College_____ Phone _____

1. DIRECTOR Name: _____

Title: _____

Address: _____

_____

_____

Phone: _____

2. ADMINISTRATION (Faculty) (Administration) (both)

Division: _____

Reports to: _____

Other:

3. PROGRAM STAFF (Name, Position, add comments, e.g., 1/2 time)

_____ _____

_____ _____

_____ _____

_____ _____

4. No. of Students assigned to jobs_____ per_____

5. Academic Programs Faculty

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Table 1

Work Experience Program Enrollments[a]

Number of Students	Number of Schools	Range	Average
1-30	12	5-30	19
31-100	13	35-96	52
101-350	7	125-350	229
over 350	2	1300-1800[b]	1550

Note: Telephone survey. Three colleges not reported.

[a]Data given by quarter or by year have been adjusted to semester equivalent.

[b]LaGuardia C. C. enrolls 900 students/quarter.
Rockland C. C. enrolls 1300 students/semester.

Table 2

Enrollment in Work Experience Program by
Number of Courses and Type of Administration

Number of Students Participating in Work Experience	Number of College Programs in which Work Experience is Available	Type of Administration	
		Sep.[a]	Dept.[b]
1-30	1-2	2	3
	3-5	3	1
	6 or more	3	0
31-100	1-2	1	2
	3-5	2	3
	6 or more	3	0
101+	1-2	0	1
	3-5	2	1
	6 or more	4	1
	Total	20	12

Note: Telephone survey. Five colleges not reported.

[a]Administration separated from department/division.

[b]Administered by the department or division offering curriculum.

4

WORK-EXPERIENCE SURVEY
REPORT OF FINDINGS

The college codes used in the survey are known only to the project director. The data are reported as cooperative education, field experience, and other work experience. The distinction is not based on the definition discussed in Part I but on the self-reported designation. The interested reader can reorganize information reported for Survey Items 2, 3 and 5 because an asterisk appears beside the code for each college that was reclassified as a cooperative education program.

Readers are cautioned to read the introductory comments to Survey Item 3 carefully in order to understand how individual programs are reported.

part 1

survey item 1

Is there a *work experience program* at your college?

[28] **Yes** (Please provide your program title and/or a descriptive label and proceed with the survey.)
Label: See statement below and attached pages

[4] **No** (You need not proceed with this survey. Please return it in the envelope provided.)

Four colleges responded that they did not have a work experience program. The titles/labels that were provided appear--by program type--on the page following. Some colleges supplied more than one label and four colleges supplied no label.

SURVEY ITEM 1

LABELS

Cooperative Education

Cooperative Education - (7)
Cooperative Education - Business Division
Cooperative Education - Retail Management
Retail Business Management - Cooperative Education
Secretarial Cooperative Program
No Label - (1)

Field Experience

Forest Technician
Parks and Recreation program (degree)
Ecology and Environment Tech.
Tourism and Travel
Motel and Restaurant Management
Business Administration Cooperative Education
LPN Program (Non-degree)
Fashion Buying and Merchandising Work/Study
Field Training
Supervised Work Experience (certificate programs) +
Internship (degree programs)
No Label (2)
Work Experience for Handicapped Students

Others

Medical Technology
Physical Therapist Assistant
Nursery Education
Program of Practical Nursing
Medical Laboratory Technology
Food Service Administration
Hotel, Restaurant Institutional
Foods' Management
Secretarial Science
Agriculture and National Resources
Director of Job Placement and
Work Practicums
No Label (1)

survey item 2

Please use this page to list **existing, written goals** of the overall *work experience program.* You may attach a list. If no list is available, please print or write legibly.

(Program goals are *broad* statements of purpose or "hoped-for" outcomes. They are not to be confused with the goals and objectives of a specific *curriculum area.*)

Check box if there are no written goals. [6]

Seventeen respondents indicated that they had written goals; the remaining 4 did not respond to this item. The goals were analyzed and placed in three major categories. These categories are listed below. Under each category are listed more specific goal statements. In most instances, elements which were used to identify the statements are listed under the individual statements. Some statements (e.g., A-5) stand alone.

A. Student-Oriented Goals

A-1. Relate school experience with the work experience
- a. receive college credit
- b. work is related to major or career area
- c. integrate classroom study with career employment

A-2. Improve students' understanding of human relations
- a. understanding of self and others in community
- b. become responsible citizens
- c. importance of human relations

A-3. Provide opportunity for career development
- a. explore and identify career goals
- b. learn within the various areas offered
- c. provide job-getting skills (competencies)
- d. examine student strengths and weaknesses
- e. test career choices
- f. develop career exploration skills

A-4. Promote student development (knowledge, personal skills, personal growth)
- a. develop judgment and communication skills
- b. promote individual growth and development (self-confidence)
- c. acquire knowledge and personal skills (coping, problem solving, group process, interpersonal relationships)
- d. learn to study independently
- e. self-improvement

A-5. Increase student motivation

A-6. Provide financial aid

ITEM 2 - CONT'D

A-7. Enhance job placement
  a. lead to future job opportunities
  b. improve job placement

B. Institution - Oriented Goals

B-1. Improve school - employer relationships
  a. develop better communications between the two
  b. improve contacts
  c. resolve job-related problems
  d. provide employer with opportunity to make recommendations in school program
  e. encourage collaboration and participation

B-2. Improve faculty

C. Program - Oriented Goals (self-directed goals)

C-1. Evaluate the program
  a. evaluate existing programs with work experience
  b. establish a continuous evaluation process

C-2. Promote growth of the program
  a. strengthen curricula involved in co-op
  b. expand co-op to other discipline areas
  c. recruit

The above goals are identified below according to the type of work experience program for which they were reported. Following each goal statement are codes for specific colleges which supplied the information.

COOPERATIVE EDUCATION

A. Student-Oriented Goals	College Codes
A-1. Relate school experience with the work experience	2303, 2106, 1304, 3302A, 2304, 2201, 1107, 1102, 2202
A-2. Improve students' understanding of human relations	1304, 1107, 1102
A-3. Provide opportunity for career development	1304, 3302A, 2304, 2201, 1107, 1102
A-4. Promote student development (knowledge, personal skills, personal growth)	2304, 2201, 1107, 1102, 2202

ITEM 2 - CONT'D

A-5. Increase student motivation	1107, 2202
A-6. Provide financial aid	2202
A-7. Enhance job placement	none

B. Institution - Oriented Goals

B-1. Improve school - employer relationships	3302A, 1107, 1102
B-2. Improve faculty	1102

C. Program - Oriented Goals (self-directed goals)

C-1. Evaluate the program	3302A, 1107, 1102
C-2. Promote growth of the program	3302A, 1107, 1102

FIELD EXPERIENCE

A. Student-Oriented Goals

A-1. Relate school experience with the work experience	3303*, 1104*, 3203*, 3302
A-2. Improve students' understanding of human relations	none
A-3. Provide opportunity for career development	1104*, 3302, 1106*
A-4. Promote student development (knowledge, personal skills, personal growth)	none
A-5. Increase student motivation	none
A-6. Provide financial aid	none
A-7. Enhance job placement	3302

B. Institution - Oriented Goals

B-1. Improve school - employer relationships	none
B-2. Improve faculty	none

* These colleges are believed to have co-op ed offerings.

ITEM 2 - CONT'D

C.	Program - Oriented Goals (self-directed goals)	
	C-1. Evaluate the program	none
	C-2. Promote growth of the program	1104*, 3302

OTHER

A.	Student-Oriented Goals	
	A-1. Relate school experience with the work experience	1302
	A-2. Improve students' understanding of human relations	1105
	A-3. Provide opportunity for career development	1302, 1105, 2109*
	A-4. Promote student development (knowledge, personal skills, personal growth)	1302, 1105
	A-5. Increase student motivation	none
	A-6. Provide financial aid	1105
	A-7. Enhance job placement	1302
B.	Institution - Oriented Goals	
	B-1. Improve school - employer relationships	none
	B-2. Improve faculty	none
C.	Program - Oriented Goals (self-directed goals)	
	C-1. Evaluate the program	
	C-2. Promote growth of the program	

* These colleges are believed to have co-op ed offerings.

survey item 3

DESCRIPTION OF WORK EXPERIENCE PROGRAM

To the reader:

- There are three sets of tables in this section. Cooperative Education, Field Experience, Other Work Experience.
- The college code is given on the table if only one program existed for a specific curriculum area. If more than one program reported a particular curriculum area, the code appears (along with the enrollment data) on pages which follow the tables.
- The figures appearing in rows 5-7 and 11-13 are frequencies. They will match the number of programs given at the top of the page.
- Rows 8-10 and 14 may report either range, average or both. There was considerable variation in how these data were provided in the survey.
- In the original survey, row 4 was intended to identify the % of students reported in row 3 who worked. Since this was almost always 100%, the row now reports row 3 as a % of row 2.

survey item 3

Cooperative Education

DESCRIPTION OF WORK EXPERIENCE PROGRAM

		1 2202	2 /	1 2202	2202	2201	2 /	2106	1304	2201	3102.A	1304
(1) Write name here of curriculum area offering work experience. If more space is required, please use the single sheet insert. →		Humanities	Liberal Arts	Sciences	Teacher Ed.	Bilingual Ed.	Lab. Tech.	Med. Lab. Tech.	Child Development	Occ. Therapy	Handicapped Prog.	Interior Design
(2) TOTAL number of students enrolled (work experience and non-work experience)		4	300	7	118	105	29	54	75	140	40	41
(3) Number of students in work experience program		4	271	3	61	105	6	8	48	140	40	11
(4) % of students in work experience program who engage in job site experience		100	90	43	52	100	21	15	64	100	100	27
(5) Is work experience optional?	Yes (✓)	1		1	1		2	1			1	1
	No (✓)		1			1			1	1		
(6) Are students paid?	All (✓)	1		1	1		1	1				
	Some (✓)		1			1	1		1	1	1	1
	None (✓)											
(7) Location of job site	On Campus (✓)											
	Off Campus (✓)		1			1	2	1	1	1	1	1
	Both (✓)	1		1	1							
(8) Average number of hours worked per student per week at job site	Range		full time			Full time	10-40			Full time		
	Ave	30		30	30		20	20	7			16
(9) Number of weeks worked per student at job site	Range						12-16					
	Ave.	16	9	16	16	9	13	15	12	9		12
(10) How much credit is offered for job site experience? (List range, if appropriate.)	Range	2-6	3	2-6	2-6	3	3-12	1-3	3	3	0	3
(11) Are separate grades assigned for the job site component?	Yes (✓)	1	1	1	1	1	2	1	1	1	0	1
	No (✓)											
(12) Are there sufficient sites for all work experience students to acquire at least one job site exp.?	Yes (✓)	1	1	1	1	1	2		1	1		1
	No (✓)							1				
(13) Is job site performance of student evaluated by program staff?	Yes (✓)		1			1	2	1	1	1	1	1
	No (✓)	1		1	1							
(14) Number of years current work experience program has been in existence		3	7	3	3	7	next 4	3	6	7	1	3

survey item 3

Cooperative Education

DESCRIPTION OF WORK EXPERIENCE PROGRAM

Number of programs and college code (if more than one, see separate page for enrollment details) → 6 / 1 1303 / 1 1303 / 1 2107 / 3 / 2 / 3 / 1 1107 / 2 / 1 2106 / 4 /

(1) Write name here of curriculum area offering work experience →

If more space is required, please use the single sheet insert.

		Secretarial	Sec. Legal	Sec. Medical	Medical Records	Data Processing	Social Science	Food Service	Hotel Tech.	Criminal Justice	Recreation	Human Service
(2) TOTAL number of students enrolled (work experience and non-work experience)		717	4	17	22	345	226	70	68	141	44	537
(3) Number of students in work experience program		593	4	17	22	235	61	48	4	5	6	381
(4) % of students in work experience program who engage in job site experience		83	100	100	100	68	23	69	6	4	14	71
(5) Is work experience optional?	Yes (✓)	3				2	2	2	1	2	1	2
	No (✓)	3	1	1	1	1		1				2
(6) Are students paid?	All (✓)	4			1	2	2	2	1	2	1	2
	Some (✓)	1				1		1				2
	None (✓)	1	1	1								
(7) Location of job site	On Campus (✓)									1		
	Off Campus (✓)	2			1	2	1	1	1	1	1	4
	Both (✓)	4	1	1		1	1	2				
(8) Average number of hours worked per student per week at job site	Range	10-40				20-25	20-30	10-40	10-40	10-40		10-40
	Ave.	26.6	30	30	40	22.5	25	21		23	20	28
(9) Number of weeks worked per student at job site	Range	4-16				9-16	15-16	12-16	12-16	3-16		8-16
	Ave.	12	10	10	8	13	15.5	13		11	15	11.5
(10) How much credit is offered for job site experience? (List range, if appropriate.)	Range	1-12				1-6	1-6	3-12	3-12	1-12	1-3	1-12
	Ave.		1	1	4							
(11) Are separate grades assigned for the job site component?	Yes (✓)	5			1	2	2	2	1	2	1	4
	No (✓)	1	1	1		1		1				
(12) Are there sufficient sites for all work experience students to acquire at least one job site exp.?	Yes (✓)	5	1	1	1	2	1	3	1	1		3
	No (✓)	1				1	1			1	1	1
(13) Is job site performance of student evaluated by program staff?	Yes (✓)	6	1	1	1	3	1	3	1	2	1	4
	No (✓)	0					1					
(14) Number of years current work experience program has been in existence	Range	new	Not given	Not given		3-7		½-6		new-3		½-7
	Ave.	4.5			6	5	3	3	1		3	3

survey item 3

Cooperative Education

DESCRIPTION OF WORK EXPERIENCE PROGRAM

Number of programs and college code (if more than one, see separate page for enrollment details) → 1 2106 | 1 1304 | 2 / 1 2107 | 4* 2107 | 1 2106 | 1 2107 | 1 2106 | 1 2106

(1) Write name here of curriculum area offering work experience.

If more space is required, please use the single sheet insert.

		Electrical Tech.	Graphics Com. Design	A.V. Communication	Court Reporting	Agriculture	Water Management	Building Construction	Machine Tech.	Service Tech.		
(2) TOTAL number of students enrolled (work experience and non work experience)		56	22	61	30	Ave 10	34	10	31	12		
(3) Number of students in work experience program		3	8	11	30	All	18	10	10	10		
(4) % of students in work experience program who engage in job site experience		5	36	18	100	100	53	100	32	83		
(5) Is work experience optional?	Yes (✓)	1	1	2	1	3		1	1			
	No (✓)					1	1			1		
(6) Are students paid?	All (✓)	1	1			4	1	1	1			
	Some (✓)			2	1					1		
	None (✓)											
(7) Location of job site	On Campus (✓)											
	Off Campus (✓)	1		1	1	2	1	1	1	1		
	Both (✓)		1	1		2						
(8) Average number of hours worked per student per week at job site	Range			20-40								
	Ave.	20	16	30	40	40	20	40	20	20		
(9) Number of weeks worked per student at job site	Range			4-15								
	Ave.	15	12		3	10	15	10	15	15		
(10) How much credit is offered for job site experience? (List range, if appropriate.)	Range	1-3		1-3			1-3			1-3		
	Ave.		3	2	1	3		3	1			
(11) Are separate grades assigned for the job site component?	Yes (✓)	1	1	2	1	4	1	1	1	1		
	No (✓)											
(12) Are there sufficient sites for all work experience students to acquire at least one job site visit?	Yes (✓)		1	1	1	4		1				
	No (✓)	1		1			1		1	1		
(13) Is job site performance of student evaluated by program staff?	Yes (✓)	1	1	2	1	4	1	1	1	1		
	No (✓)											
(14) Number of years current work experience program has been in existence		3	2	3	3	3	3	2	3	3		

*Agriculture is a generic term given to 4 curriculum areas at one college. It includes General Agriculture, Animal Husbandry, Agronomy, Agr. Engineering. Except for enrollments, the information is very similar for all four programs.

survey item 3

Cooperative Education

DESCRIPTION OF WORK EXPERIENCE PROGRAM

Number of programs and college code (if more than one, see separate page for enrollment details) →

	6 /	6 /	7 /	3 /	1 2107	1 2303	1 2503	1 2202

(1) Write name here of curriculum area offering work experience. →

If more space is required, please use the single sheet insert.

		Accounting	Retailing	Business Admin.	Marketing	Ag. Business	Banking	Insurance	Bus. & Sec. Science			
(2) TOTAL number of students enrolled (work experience and non-work experience)		891	386	1545	172	5	10	5	154			
(3) Number of students in work experience program		300	221	390	43	5	2	1	77			
(4) % of students in work experience program who engage in job site experience		34	57	25	25	100	20	20	50			
(5) Is work experience optional?	Yes (✓)	5	1	6	2	1	1	1	1			
	No (✓)	1	5	1	1							
(6) Are students paid?	All (✓)	4	6	6	2	1	1	1	1			
	Some (✓)	2		1	1							
	None (✓)											
(7) Location of Job Site	On Campus (✓)											
	Off Campus (✓)	3	5	6	2	1	1	1				
	Both (✓)	3	1	1	1							
(8) Average number of hours worked per student per week at job site	Range	10-40	20-40	10-40	15-40							
	Ave.	18.6	27.5	26	28	40	25	25	30			
(9) Number of weeks worked per student at job site	Range	9-16	8-16	10-16	10-12							
	Ave.	13.6	13.2	12.2	11	10	16	16	16			
(10) How much credit is offered for job site experience? (List range, if appropriate.)	Range	1-12	3-6	1-6	1-4	3	6	6	2-6			
(11) Are separate grades assigned for the job site component?	Yes (✓)	4	3	5	2	1			1			
	No (✓)	2	3	2	1		1	1	0			
(12) Are there sufficient sites for all work experience students to acquire at least one job site exp.?	Yes (✓)	5	6	6	3	1	1	1	1			
	No (✓)	1	0	1	0				0			
(13) Is job site performance of student evaluated by program staff?	Yes (✓)	5	6	7	2	1	1	1				
	No (✓)	1	0	0	1				1			
(14) Number of years current work experience program has been in existence	Ave.	3.4	6	3.3	1.8							
	Range	½-7	4-6	½-7	½-3	3	5	5	3			

SURVEY ITEM 3, COOPERATIVE EDUCATION
ENROLLMENT DETAILS FOR
PROGRAMS OFFERED AT MORE THAN ONE COLLEGE

Curriculum Area	Colleges	Total Enrollment	Number in Work Experience	% Enrolled
Accounting	1107	72	6	8%
	2106	105	5	5%
	2201	252	252	100%
	2301	20	20	100%
	2303	90	10	11%
	3302-A	352	7	2%
Retailing	1102	41	41	100%
	1304	47	30	64%
	2107	60	60	100%
	2303	25	15	60%
	2304	43	19	44%
	3302-A	170	56	33%
Business Admin.	1107	165	6	4%
	1304	48	10	21%
	2106	50	4	8%
	2107	no answer	7	?
	2201	332	332	100%
	2303	100	18	18%
	3302-A	843	13	2%
Marketing	2107	no answer	11	?
	2301	26	26	100%
	3302-A	135	6	4%
Secretarial	1107	5[illegible]	1	20%
	1303	[illegible]	[illegible]	100%
	1304	69	49	71%
	2106	64	10	16%
	2107	no answer	20	?

SURVEY ITEM 3, COOPERATIVE EDUCATION
ENROLLMENT DETAILS FOR
PROGRAMS OFFERED AT MORE THAN ONE COLLEGE

Curriculum Area	Colleges	Total Enrollment	Number in Work Experience	% Enrolled
Data Processing	2201	227	227	100%
	2303	50	4	8%
	2106	68	4	6%
Human Services	2107	?	35	
	2201	340	340	100%
	1107	68	4	6%
	2106	94	2	2%
Social Service	2202	63	49	77%
	2106	94	2	2%
Food Service	3302-A	?	25	
	1107	27	14	51%
	1304	18	9	50%
Criminal Justice	1107	64	1	2%
	2106	77	4	5%
Liberal Arts	2201	267	267	100%
	1304	33	4	12%
Lab Tech.	1107	9	2	22%
	1304	20	4	20%
AV Communication	2107	?	5	
	2106	56	6	11%

survey item 3

Field Experience

DESCRIPTION OF WORK EXPERIENCE PROGRAM

Number of programs and college code (if more than one, see separate page for enrollment details)

	2	2	1 1303*	3	2	1 1104*	4	2	1 1305	1 1305	2

(1) Write name here of curriculum area offering work experience

If more space is required, please use the single sheet insert

		Accounting	Retailing	Marketing	Business Admin.	Secretarial	Medical Sec.	Data Processing	Human Services	Dental Asst	Nursing	Medical Lab Tech
(2) TOTAL number of students enrolled (work experience and non-work experience)		93	279	300	194	47	13	926	569	151	1201	43
(3) Number of students in work experience program		10	80	90	62	17	3	99	126	25	104	12
(4) % of students in work experience program who engage in job site experience		11	29	27	3	36	23	11	22	16	88	28
(5) Is work experience optional?	Yes (✓)	2	1		3	1	1	2	1			1
	No (✓)		1	1		1		2	1	1	1	1
(6) Are students paid?	All (✓)	1	1	1	1		1					
	Some (✓)		1		1			1	1			
	None (✓)	1			1	2		3	1	1	1	2
(7) Location of job site	On Campus (✓)											
	Off Campus (✓)	2	2		3	1	1	1	2	1	1	2
	Both (✓)			1		1		3				
(8) Average number of hours worked per student per week at job site	Range	5-20	10-35	30-35	?-14	5-20		7.5-?	5-20			5-20
	Ave.	15	21			9	25	20	12	15	9	11
(9) Number of weeks worked per student at job site		?-13	8-16	8	?-20	?-15	13	?-30	?-20	20	20	?-20
(10) How much credit is offered for job site experience? (List range, if appropriate.)		0-3	3	3		0-1	6	0-12	0-9	6	7-8	0-6
(11) Are separate grades assigned for the job site component?	Yes (✓)		1	1	1	1		3	1	1	1	1
	No (✓)	2	1		2	1	1	1	1			1
(12) Are there sufficient sites for all work experience students to actuate at least one job site each?	Yes (✓)	2	2	1	3	2	1	4	2	1	1	2
	No (✓)											
(13) Is job site performance of student evaluated by program staff?	Yes (✓)	2	2	1	3	1	1	3	2	1	1	2
	No (✓)					1		1				
(14) Number of years current work experience program has been in existence	Range	1-5	2-15		1-3	1-5		15-14	1-5			1-5
	Ave.	1	3.5	12	2	2	2	2	9	5	10	4

? Indicates lack of data from one college

survey item 3

Field Experience

DESCRIPTION OF WORK EXPERIENCE PROGRAM

Number of programs and college code (if more than one, see separate page for enrollment details) → 1 3305 / 3 / 3 / 3 / 2 / 2 / 2 / 1 1106* / 3 /

(1) Write name here of curriculum area offering work experience. →

If more space is required, please use the single sheet insert.

		Dietetic Tech.	Food Services	Hotel Tech. + Tourism	Communication/Media	Fashion	Criminal Justice	Liberal Arts	Forestry	Recreation			
(2) TOTAL number of students enrolled (work experience and non-work experience)		54	97	601	223	691	154	108	312	102			
(3) Number of students in work experience program		16	77	433	104	530	37	43	312	102			
(4) % of students in work experience program who engage in job site experience		30	80	72	47	75	24	40	100	100			
(5) Is work experience optional?	Yes (✓)		1	1	1		1	2		1			
	No (✓)	1	2	2	2	2	1		1	3			
(6) Are students paid?	All (✓)			1		1							
	Some (✓)		1	2		1		1		2			
	None (✓)	1	2		3		2	1	1	1			
(7) Location of job site	On Campus (✓)						1						
	Off Campus (✓)	1	2	2	1	2		2		2			
	Both (✓)		1	1	2		1		1	1			
(8) Average number of hours worked per student per week at job site	Range		5-20	?-	5-8		5-20	5-20	slight variable	None			
	Ave.	12	9	40	7	40	10	9		30			
(9) Number of weeks worked per student at job site		20	?-15	?-8	15-20 17	5	?-15	?-15	slight variable	None -6			
(10) How much credit is offered for job site experience? (List range, if appropriate.)	Range	6	0-4	3-7	1-3	0-3	0-3	0-3	2-5	0-6			
(11) Are separate grades assigned for the job site component?	Yes (✓)	1	2	2	2	1			1	2			
	No (✓)		1	1	1	1	2	2		1			
(12) Are there sufficient sites for all work experience students to acquire at least one job site exp.?	Yes (✓)	1	3	3	3	1	2	2	1	3			
	No (✓)					1							
(13) Is job site performance of student evaluated by program staff?	Yes (✓)	1	2	3	2	1	2	2	1	3			
	No (✓)		1		1								
(14) Number of years current work experience program has been in existence	Range		1.5-3	1.5-33	1-3	2 20	1.5-	1.5-		1.5-10			
	Ave.	3	2	18	2		5	3	33	5			

? Indicates lack of data from one college

102

survey item 3

Field Experience

DESCRIPTION OF WORK EXPERIENCE PROGRAM

Number of programs and college code (if more than one, see separate page for enrollment details) →

		1 1106 *	1 1101 *	1 1101 *	1 3305	1 3305	1 1101 *	1 3305	1 3305	1 1101 *	1 2110
(1) Write name here of curriculum area offering work experience. If more space is required, please use the single sheet insert. →		Ecol. + Env. Tech.	Drafting	Electronics	Electrical Tech.	Automotive Tech.	Machine Tech.	Heating & Air Cond.	Occ. Therapy	Lab. Tech.	LPN Voc. Program
(2) TOTAL number of students enrolled (work experience and non-work experience)		64	26	19	437	138	10	37	173	49	25 30
(3) Number of students in work experience program		64	15	6	28	32	5	13	25	11	25 30
(4) % of students in work experience program who engage in job site experience		100	58	31	6	23	50	35	14	22	100
(5) Is work experience optional?	Yes (✓)				1	1				1	
	No (✓)	1	1	1			1	1	1		1
(6) Are students paid?	All (✓)										
	Some (✓)				NA	1				1	
	None (✓)	1	1	1			1	1	1		1
(7) Location of Job Site	On Campus (✓)										
	Off Campus (✓)		1	1	NA	1	1	1	1	1	1
	Both (✓)	1									
(8) Average number of hours worked per student per week at job site		highly variable	5	5	-	-	5	5	24	10	16
(9) Number of weeks worked per student at job site		highly variable	15	15	20	20	15	15	20		
(10) How much credit is offered for job site experience? (List range, if appropriate.)		2-4	1	1	1-12	1-12	1	1	6	3	hrs. not credit
(11) Are separate grades assigned for the job site component?	Yes (✓)	1	1	1	1	1	1	1	1		
	No (✓)									1	1
(12) Are there sufficient sites for all work experience students to acquire at least one job site exp.?	Yes (✓)	1	1	1	1	1	1	1	1	1	1
	No (✓)										
(13) Is job site performance of student evaluated by program staff?	Yes (✓)	1			1	1			1	1	1
	No (✓)		1	1			1	1			
(14) Number of years current work experience program has been in existence		6	7	7	2	3	1	7	4	2	10+

SURVEY ITEM 3, FIELD EXPERIENCE
ENROLLMENT DETAILS FOR PROGRAMS OFFERED
AT MORE THAN ONE COLLEGE

Curriculum Area	Colleges	Total Enrollment	Number in Work Experience	% Enrolled
Accounting	1104	85	2	24%
	3302	8	8	100%
Retailing	1101	25	15	60%
	3303	254	65	25% (95% placed)
Business Admin.	1104	75	11	15%
	3302	1896	48	3%
	3305	3	3	100%
Secretarial	1101	43	13	30%
	3302	4	4	100%
Data Processing	1101	63	63	100%
	2104	75	25	33%(65% placed)
	3302	2	2	100%
	3305	786	9	1%
Human Services	3302	3	3	100%
	3305	566	123	21%
Food Services	1101	38	18	47%
	2104	58	58	100%(19% placed)
	3302	1	1	100%
Hotel Tech./ Hospitality & Tourism	1104	58	30	52%
	1106	343	343	100%
	3303	200	60	30%
Communication/ Media	1101	10	5	50%
	2104	94	94	100%
	3305	119	69	58%
Fashion	3203	291	291	100%
	3303	400	120	30% (98% placed)
Criminal Justice	2104	153	36	24%
	3302	1	1	100%
Liberal Arts	2104	100	35	35%
	3302	8	8	100%
Recreation	1106	81	81	100%
	2110	20	20	100% (7% placed)
	3302	1	1	100%

survey item 3

Other

DESCRIPTION OF WORK EXPERIENCE PROGRAM

Number of programs and college code (if more than one, see separate page for enrollment details) → 1 1105 | 1 1301 | 1 2109 • | 1 2109 • | 1 2109 • | 1 3301 | 1 3301 | 1 3301 | 2 —

(1) Write name here of curriculum area offering work experience. →

If more space is required, please use the single sheet insert.

		Practical Nursing	Physical Therapist Asst.	Ag. Engineering	Animal Husbandry	Plant Science	Auto. Tech. Industrial & Construction Appren.	Equip. Tech.	Medical Lab. Tech.			
(2) TOTAL number of students enrolled (work experience and non-work experience)		50	53	35	12	5	40	250	20	52		
(3) Number of students in work experience program		50	53	35	12	5	40	250	15	35		
(4) % of students in work experience program who engage in job site experience		100	100	100	100	100	100	100	75	67		
(5) Is work experience optional?	Yes (✓)		1						1			
	No (✓)	1		1	1	1	1	1		2		
(6) Are students paid?	All (✓)						1	1				
	Some (✓)			1	1	1			1			
	None (✓)	1	1							1		
(7) Location of job site	On Campus (✓)											
	Off Campus (✓)	1	1	1	1	1	1	1	1	1		
	Both (✓)											
(8) Average number of hours worked per student per week at job site		15	8-25	40	50	50	40	40	15	33-200		
(9) Number of weeks worked per student at job site		40	11-15	1	8	8	50	50	30	15-10		
(10) How much credit is offered for job site experience? (Best range, if appropriate.)		10-14	1-10	1	5	5	0	SED	0	1-13		
(11) Are separate grades assigned for the job site component?	Yes (✓)	1	1	1	1	1				1		
	No (✓)						1	1	1	1		
(12) Are there sufficient sites for all work experience students to acquire at least one job site exp.?	Yes (✓)	1	1	1	1	1	1	1	1	2		
	No (✓)											
(13) Is job site performance of student evaluated by program staff?	Yes (✓)	1	1		1	1	1			2		
	No (✓)			1				1	1			
(14) Number of years current work experience program has been in existence		11	7	10	2	2	2	1-25	1	3-10		

survey item 3

Other

DESCRIPTION OF WORK EXPERIENCE PROGRAM

Number of programs and college code (if more than one, see separate page for enrollment details) →

	1 1302	1 1302	1 2108	3 /	1 1302	3 /	3 /	1 1302	1 3301	1 2108	2 /
(1) Write name here of curriculum area offering work experience. If more space is required, please use the single sheet insert. →	Merchandise	Business Admin.	Retailing	Secretarial	Medical Sec.	Food Service	Child Development	Library Science	Criminal Justice	Mortuary Science	Social Science
(2) TOTAL number of students enrolled (work experience and non-work experience)	8	6	50	127	8	205	167	3	30	45	9
(3) Number of students in work experience program	8	6	NA	98	8	166	139	3	30	27	9
(4) % of students in work experience program who engage in job site experience	100	100	NA	77	100	81	83	100	100	60	100
(5) Is work experience optional? Yes (✓)			1	1		NA	1		1		
(5) No (✓)	1	1		2	1	2	2	1		1	1
(6) Are students paid? All (✓)						1			1		
(6) Some (✓)	1		1							1	
(6) None (✓)		1		3	1	1	3	1			1
(7) Location of job site: On Campus (✓)				1							
(7) Off Campus (✓)	1	1	1	1		3	3	1	1	1	1
(7) Both (✓)				1	1						
(8) Average number of hours worked per student per week at job site		Total 120 hrs	16	Total 120 20-2	Total 120	4-50	Total 120 8-18	Total 120	40	40	Total 120
(9) Number of weeks worked per student at job site		varies	15	varies 15	varies	8-15 10	varies 2-15	varies	50	5	varies
(10) How much credit is offered for job site experience? (List range, if appropriate.)	3	3	4	1-3	3	0-4	2-3	3	0	3	3
(11) Are separate grades assigned for the job site component? Yes (✓)	1	1		2	1	1	2	1			1
(11) No (✓)			1	1		2	1		1	1	
(12) Are there sufficient sites for all work experience students to acquire at least one job site exp.? Yes (✓)	1	1		3	1	2	3	1	1	1	1
(12) No (✓)			1			?					
(13) Is job site performance of student evaluated by program staff? Yes (✓)	1	1	1	3	1	1	2	1		1	1
(13) No (✓)						?	1		1		
(14) Number of years current work experience program has been in existence	6	6	3	5-10 7	6	2-10 5	6-20 12	6	15	8	6

1 of 8

SURVEY ITEM 3, OTHER WORK EXPERIENCE PROGRAMS.
ENROLLMENT DETAILS FOR
PROGRAMS OFFERED AT MORE THAN ONE COLLEGE

Curriculum Area	Colleges	Total Enrollment	Number in Work Experience	% Enrolled
Secretarial	1302	2	2	100%
	2108	112	21	19%
	2109*	70-80	70-80	100%
Food Service	2108	50	21	42%
	2109*	90-100	90-100	100%
	2111*	60	50	83% (90% placed)
Child Development	1302	24	24	100%
	2108	48	20	42%
	2109*	90-100	90-100	100%
Med. Lab Tech.	2108	32	15	47%
	2109*	20	20	100%

* These colleges are believed to have co-op ed offerings.

survey item 4

CURRICULUM AREA OBJECTIVES

The relationship between the *job site component* and the *classroom component* in a *curriculum area* is of particular interest to us. Please list in Column 1 all *curriculum areas* that offer work experience. For each area, please check the appropriate response. If you have no written objectives for any *curriculum area*, please check this box ☐ and proceed to item 5.

(1) Curriculum Area	Are there written objectives for the *classroom component*? (2) Yes (✓)	(3) No (✓)	Are there written objectives for the *job site component*? (4) Yes (✓)	(5) No (✓)

Nearly all respondents indicated the existence of written objectives for the classroom; but this question has been judged to be inappropriate because there is no way to assess the relationship between classroom objectives and those written for the job-site component.

In only three instances were there no job-site component objectives. Frequency counts of the existence of objectives by program type and curriculum area are not meaningful and therefore are not reported.

Further examination of objectives written for the job-site component may yield useful information about the state of the art. For example, most of the objectives returned with the survey were concerned with student work performance. Very few were concerned with knowledge or skill acquisition.

The information submitted will be more closely examined for findings similar to the above example. For this report, the information was used to tentatively reclassify some colleges from Field Experience and Other to cooperative education.

Please attach a copy of the written objectives of each *curriculum area*. **(This is very important!)**

Please give the title(s) of the person(s) who develop(s) the objectives of the *classroom component*.

_____

_____

Please give the title(s) of the person(s) who develop(s) the objectives for the *job site component*.

_____

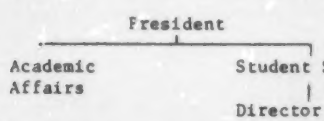
_____

survey item 5

ORGANIZATION/GOVERNANCE

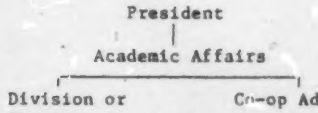
The schematics shown below are generalized to report classes of organization, not specific responses. It was anticipated that only two or three would emerge, but six types were found. The most common were those with faculty responsible for coordination and low-level administration (Types E & F). Generally, types A, B and C are organizational patterns selected by large enrollment programs.

A - Centralized Administration and Coordination-Adjunct to Student Services:



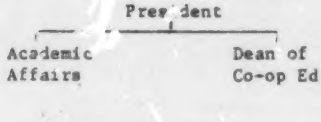
	COLLEGES
Co-op Ed	2106
Field Experience	3203* 3302
Other Work Experience	None

B - Centralized Administration and Coordination-Adjunct to Academic Affairs:



	COLLEGES:
Co-op Ed	2107 1304 2301
Field Experience	2110 3305
Other Work Experience	1101 1302

C - Centralized Administration and Coordination-Dean Level:



	COLLEGES:
Co-op Ed	2201
Field Experience	None
Other Work Experience	None

* These colleges are believed to have co-op ed offerings.

D - Centralized Administration and Coordination-Division/Department Level:

President
|
Academic Affairs
|
Division/Dept. Head
(Co-op Admin and Coordination)
|
Faculty

COLLEGES:

Co-op Ed - None

Field Experience - None

Other Work Experience - 1301
2111*

E - Centralized Administration and Coordination-Sub-Department Level:

President
|
Academic Affairs
|
Department Heads
| |
Faculty Coordinator | Director

COLLEGES:

Co-op Ed - 2304, 3302A

Field Experience - 1104*

Other Work Experience - 1105
3301

F - Decentralized Administration and Coordination:

President
|
Academic Affairs
|
Department Heads
|
Faculty Coordinators

COLLEGES:

Co-op Ed - 1102, 1303
2303

Field Experience - 2104
3303*

Other Work Experience - 2108
2109*

* These colleges are believed to have co-op ed offerings.

110

survey item 6

Survey Item Six requested that the respondents rate each of fifteen issues facing work experience programs. The ratings were transposed to a weighted average, and issues were ranked. The results--by type of work experience program and by total responses--are shown below.

Cooperative Education-Logistical Issues

Rank & (Weighted Score)	Issue No.	ISSUE
1 (1.6) tie	2.	Determining an equitable system for assigning academic credit.
1 (1.6) tie	8.	Constructing evaluation measures.
3 (1.7)	5.	Locating suitable employers.
4 (2.3)	1.	Adjusting academic schedules to accomodate work experience programs.
5 (2.8)	6.	Obtaining funding for administration of work experience programs.
6 (3.5)	7.	Equal opportunity in work experience programs.
7 (3.7)	3.	Student salaries.
8 (4.8)	4.	Providing for student transportation to job site.
9 (NA)	9.	Integration of program on campus (Supplied by respondent).
10 (NA)	10.	Faculty Participation (Supplied by respondent).

It's worth noting that the scores of the top three issues are very close.

Cooperative Education-General Issues

Rank & (Weighted Score)	Issue No.	ISSUE
1 (1.8)	16.	Matching the job site component with the student's career path.
2 (2.0)	15	Integrating the job site component with the classroom component.
3 (2.2)	13.	Placing students at appropriate levels at job site.
4 (2.4)	17.	Expanding the work experience program.
5 (2.7)	14.	Maintaining the same employers for job site component.
6 (2.8)	11.	Lack of college adminstrative support and understanding.
7 (3.0)	12.	Lack of college faculty support and understanding.
8 (NA)	18.	Lack of student interest (Supplied by respondent).

Field Experience-Logistical Issues

Rank & (Weighted Score)	Issue No.	ISSUE
1 (1.77) tie	5.	Locating suitable employers.
1 (1.77) tie	8.	Constructing evaluation measures.
3 (2.0)	1.	Adjusting academic schedules to accommodate work experience programs.
4 (2.2)	2.	Determining an equitable system for assigning academic credit.
5 (2.6)	6.	Obtaining funding for administration of work experience programs.
6 (3.6)	3.	Student salaries.
7 (3.7)	7.	Equal opportunity in work experience.
8 (4.1)	4.	Providing for student transportation to job site.
9 (NA)	9.	Compensation for faculty member (Supplied by respondent).
10 (NA)	10.	Quality of students experience (Supplied by respondent).

Field Experience-General Issues

Rank & (Weighted Score)	Issue No.	ISSUE
1 (1.55) tie	16.	Matching the job site component with the student's career path.
1 (1.55) tie	17.	Expanding the work experience program.
3 (1.88) tie	15.	Integrating the job site component with the classroom component.
3 (1.88) tie	13.	Placing students at appropriate levels at job site.
5 (3.1)	14.	Maintaining the same employers for job site component.
6 (3.4)	12.	Lack of college faculty support and understanding.
7 (3.6)	11.	Lack of college administrative support and understanding.
8 (NA)	18.	Community and employer's cooperation (Supplied by respondent).

Other Work Experience Programs-Logistical Issues

Rank & (Weighted Score)	Issue No.	ISSUE
1 (1.3)	8.	Constructing evaluation measures.
2 (1.6)	5.	Locating suitable employers.
3 (1.85)	2.	Determining an equitable system for assigning academic credit.
4 (1.87)	1.	Adjusting academic schedules to accommodate work experience programs.
5 (2.3)	7.	Equal opportunity in work experience programs.
6 (2.8)	6.	Obtaining funding for administration of work experience programs.
7 (3.6)	3.	Student salaries.
8 (3.8)	4.	Providing for student transportation to job site.
9 (NA)	9.	Avoiding site labor union objections (Supplied by respondent).
10 (NA)	10.	Adjusting work experience programs to accommodate academic schedules (Supplied by respondent).

Other Work Experience Programs-General Issues

Rank & (Weighted Score)	Issue No.	ISSUE
1 (1.4) tie	15.	Integrating the job site component with the classroom component.
1 (1.4) tie	13.	Placing students at appropriate levels at job site.
3 (1.8) tie	14.	Maintaining the same employers for job site component.
3 (1.8) tie	16.	Matching the job site component with the student's career path.
5 (20)	17.	Expanding the work experience program.
6 (2.5)	12.	Lack of college faculty support and understanding.
7 (2.7)	11.	Lack of college administrative support and understanding.
8 (NA)	18.	Developing new job sites for new curriculums (Supplied by respondent).
9 (NA)	19.	Visiting students at job-site observation of student evaluation of site (Supplied by respondent).

SURVEY ITEM 6

Comparative Ratings of Issues

	Rank	Issue Number (See page 125 for issue)		
		Co-op Ed	Field Experience	Other W.E.
Logistical Issues	1	2	5	8
	2	8	8	5
	3	5	1	2
	4	1	2	1
	5	6	6	7
	6	7	3	6
	7	3	7	3
	8	4	4	4
General Issues	1	16	16	15
	2	15	17	13
	3	13	13	14
	4	17	15	16
	5	14	14	17
	6	11	12	11
	7	12	11	11

part II

Congratulations! You have completed the "fancy" part of the survey! Part II is composed of 30 multiple-choice items. Unless there are directions to the contrary, please circle the letter(s) that answer or complete the item.

	Co-op Ed n=12	Field Experience n=9	Other Work Exp. n=7
1. **Are there formal, written agreements with employers concerning their role in the work *experience program?*** (Circle one)			
a. Yes, with all employers	2	2	2
b. Yes, with some employers	3	5	4
c. No	7	2	1
2. **Do employers have a formal role in evaluating the *work experience program?*** (Circle one)			
a. Yes, all do	11	6	3
b. Yes, some do	1	2	3
c. No, none do (If you circle this response, proceed to question 6)	0	1	1
* 3. **Are students evaluated by employers according to prespecified criteria?** (Circle one)			
a. Yes, all students	12	6*	3
b. Yes, some students	0	1	3
c. No	0	1	1
* 4. **Are the students' work *attitudes* evaluated by the employers?** (Circle one)			
a. Yes, all students are evaluated	12	6*	3
b. Yes, some students are evaluated	0	1	3
c. No	0	1	1
* 5. **Are students' work *performances* evaluated by employers?** (Circle one)			
a. Yes, all students	11	7*	3
b. Yes, some students	0	1	3
c. No	1	0	1
6. **Are written surveys of employers conducted to determine whether they would provide a *job site component* for students?** (Circle one)			
a. Yes, for all curriculum areas	4	1	2
b. Yes, for some curriculum areas	2	4	2
c. No	6	4	3
7. **Which of the following types of employers provide jobs for students in your *work experience program?*** (Circle all letters that apply.)			
a. Manufacturers of products	a. 10	6	1
b. Agricultural producers (crops and animal products)	b. 2	1	1
c. Transportation/delivery of goods	c. 1	1	0
d. Retail outlets (not restaurant)	d. 11	5	2
e. Restaurants	e. 7	5	2
f. Providers of health services	f. 7	7	6
g. Providers of social services	g. 8	5	3
h. The college	h. 9	3	3
i. Other (please specify) (See attached pages for this data)	i. 4	5	3

*=Indicates one or more respondants did not answer the item.

	Co-op Ed n=12	Field Exp. n=9	Other Work Exp. n=6
8. A RANKING QUESTION!! For purposes of this survey, employers are categorized as follows: A = Very small (1-4 employees) B = Small (5-20 employees) C = Medium (21-100 employees) D = Large (100-400 employees) E = Very large (over 400 employees) Please use the letter identifying an employer's size to rank the prevalence of different-sized employers—beginning with the most prevalent—participating in your *work experience program.* Omit letters that do not describe any of your employers. **EXAMPLE:** A, D, B This indicates no medium or very large employers participate. Of those employers which do participate, most are "very small." The next most numerous are "large," and the least numerous are "small" employers. **RANK HERE** _____	See attached pages for these data		
9. How many employers participate in your *work experience program* by providing job sites? a. 1 - 0 b. 2-5 - 1 c. 6-10 - 1 d. 11-15 - 0 e. 16-25 - 5 f. 26-50 - 8 g. 51-100 - 8 h. More than 100 - 2	Total shown is for all groups		
10. Please indicate the approximate percentage of your time devoted to the following broad responsibilities: _____% Administration of *work experience program* _____% Teaching and advising in *work experience program* _____% Other responsibilities	See attached pages for these data.		
11. The following organizations are concerned with *work experience programs.* Please circle the letters of those in which you hold membership.			
a. Cooperative Education Association (CEA)	9	1	1
b. New York State Cooperative and Experiential Education Association (NYSCEEA)	8	3	0
c. Center for Cooperative Education (either Northeastern or Southeastern)	0	1	0
d. Council for Advancement of Experiential Learning (CAEL)	0	2	0
e. National Commission for Cooperative Education	4	1	1
f. Cooperative Work Experience Education Association	0	0	0
g. None of the above			
h. Other (please specify full name) No other organizations were identified.	2	4	5
*** 12. How often do you confer with your college's *work experience program* advisory committee, either as individuals or as a group?** (Circle one)			
a. There is no advisory committee	5		2
b. Once per year	2	1	2
c. 2-5 times per year	6	1	1
d. More than 5 times per year	0	0	1
*** 13. Including yourself, how many people are involved in the administrative support (i.e., non-classroom activities performed by faculty, secretaries and others) of your *work experience program?*** (Circle one)			
a. 1	4	1	0
b. 2	4	2	1
c. 3-5	2	4	1
d. 6-10	2	0	3
e. More than 10	1	0	1
*** 14. Including your own time, please estimate the number of full-time-equivalent (FTE) people involved in the administrative support (i.e., non-classroom activities performed by faculty, secretaries and others) of your *work experience program.* (Do not include faculty classroom functions.)** (Circle one)			
a. Less than 1 FTE	2	5	2
b. 1 to 1.9 FTE	3	2	2
c. 2 to 2.9 FTE	1	0	1
d. 3 to 4.9 FTE	1	0	0
e. 5 or more FTE	3	1	1

	Co-op Ed n=12	Field Exp. n=9	Other Work Exp. n=6
15. Do students formally evaluate employers? (Circle one)			
a. Yes, all students evaluate employers	4	3	2
b. Yes, some students evaluate employers	3	2	1
c. No, no students evaluate employers	5	4	3
16. How is academic credit for the *job site component* awarded? (Circle one)			
a. There is a formula by which credit is computed, based on number of hours worked.	2	4	1
b. All students are awarded the same amount of credit regardless of the number of hours worked.	2	1	0
c. All are awarded the same amount of credit but must work a minimum number of hours.	4	2	4
d. Other (please specify) See attached pages for these data	4	2	0
e. No credit is offered.	0	1	1
*** 17. Is academic credit awarded for the *job site component* transferrable to other colleges?** (Circle one)			
a. Not applicable, no credit is awarded	0	1*	2
b. Yes, always	1	0	1
c. Yes, usually	8	1	1
d. Yes, sometimes	1	6	1
e. No, never	0	0	1
18. Which of the following prerequisites must be met before a student is permitted to engage in the *job site component*? (Circle all letters that apply.)			
a. The job must relate to students' career goals	10	8	3
b. Students must be emotionally mature	4	3	3
c. They must attain certain knowledge skills	8	5	6
d. They must attend an orientation course	7	3	2
e. Other (specify) See attached pages for these data	5	0	2
f. There are no prerequisites	0	1	0
*** 19. Have you noted any differences in the *level* of job site assignment (position, pay or responsibility) between white males and females/minority males/handicapped?** (Circle one)			
a. Yes, white males appear to be favored	0	0	0
b. Yes, but not in favor of white males	0	0	0
c. No	12	9	5
*** 20. Does it appear to be more difficult to assign women, minority males or handicapped persons to job sites in specific occupational areas than it is to assign white males?** (Circle one)			
a. Yes, all areas	0	0	0
b. Yes, some areas	2	1	2
c. No	10	6	3
21. How are employers contacted when they are solicited to provide a *job site* for students enrolled in the *work experience program*? (Circle all that apply)			
a. This question does not apply a.	0	0	0
b. Mailed brochures or letters b.	9	4	2
c. Telephone c.	11	8	4
d. In-person calls on the employers d.	11	9	5
e. Lunches e.	3	3	0
f. Workshops or seminars f.	2	1	1
g. Service clubs or meetings of other formal organizations g.	5	4	2
h. Mutual acquaintance who is not another employer h.	4	3	1
i. Employers who already participate i.	8	4	3
j. Other (specify) Students (1), Advisory Committees (2), Combination of all (1). j.	1	1	2
*** 22. Are there data to support the claim that student academic attitudes or performance improve after their *job site experience*?** (Circle one)			
a. Yes	4	2	1*
b. No	8	7	2

	Co-op Ed n = 12	Field Exp. n = 9	Other Work Exp. n = 6
22. Which of the following best describes the time pattern of students' job site responsibilities and their classroom responsibilities? (Circle one)			
a. Students attend college full-time for a period and work full-time for another period	5	3	3
b. Students work full-time and attend college part-time	1	1	1
c. Students work part-time and attend college full-time	6	4	2
d. Students work part-time and attend college part-time	2	2	1
e. Students follow patterns a, b, c or d, depending on job availability, curriculum area, or other factor	2	2	1
24. What percent of faculty actively participate in the program, by—defining job site objectives, evaluating skills obtained at a job site, or assisting in job site assignment? (Circle one)			
a. 1-5%	a. 5	5	2
b. 6-15%	b. 6	2	1
c. 16-30%	c. 1	2	1
d. 31-50%	d. 0	0	0
e. 51-75%	e. 0	0	0
f. 76-99%	f. 0	0	1
g. 100%	g. 0	0	1

25. Please check factors for which data are collected to evaluate the *work experience program*. Also check whether the evaluation is formal or informal.

	Formal	*Informal*
_____ Student satisfaction	_____	_____
_____ Employer satisfaction	_____	_____
_____ Faculty support	_____	_____
_____ Administrative support	_____	_____
_____ Graduate satisfaction	_____	_____

[See attached pages for this data.]

26. Do the college's guidance personnel work with *work experience program* staff to address unique problems students may face because of the *job site component*? (Circle one)			
a. Yes	3	4	3
b. No	9	5	3
27. Has money from the Veterans Administration ever been applied to pay tuition expenses associated with the *job site component*? (Circle one)			
a. Yes	5	2	1
b. No, but we are exploring the possibility	0	2	1
c. No, but we have tried	0	0	0
d. No, but we haven't tried	7	5	1
28. Is funding from the Comprehensive Education and Training Act (CETA) program used to support your *work experience program*? (Circle one)			
a. Yes	1	1	1
b. No, but we are exploring the possibility	2	3	1
c. No, but we have tried	1	0	0
d. No, but we haven't tried	8	5	4
29. Are faculty in direct contact with employers to develop specific objectives or work plans? (Circle one)			
a. Yes	8	6	4
b. No	4	2	1

30. Which of the following terms best describes your *work experience program*? (Circle one)

a. Internship	0	e. Practicum	3
b. Cooperative education	12	f. Continuing education	0
c. Work-study	2	g. Apprenticeship	1
d. Experiential education	0	h. Field experience	9

i. Other (please specify) _____

This completes the survey. I appreciate your effort and thank you for the time you gave to it. In return you will receive a copy of our results in late spring of 1979.

PART II CONTINUED

ADDITIONAL OR DETAILED RESPONSES TO ITEMS 7, 8, 10, 16, 18 & 25

Item 7 Additional Responses to item 7

Co-op	Other
Banks	Funeral Homes
Insurance Co.	Schools
Lawyers	Banks
County Government	Libraries
Service Organizations (Private Sector)	Repair Services
Accounting Firms	
Construction Companies	

Field Experience

Trade Association
Publishers
Travel Agencies
State Department of Conservation
Government Agencies
Schools
Media
Meteorological Agents

Item 8 Responses to item 8 - Raw data responses to item 8 cannot be meaningfully reported. Of 25 responses to the question, three combinations were given twice; no combination was given more than twice.

Item 10 Responses to item 10: Role of Director/Coordinator

Co-op				Field Experience			
Code	% Admin.	% Teach	% Other	Code	% Admin.	% Teach	% Other
2304	35	55	10	3203*	5	0	0
1102	70	20	10	1106	40	40	20
2301	50	50	0	3303*	20	20	60
1303	50	50	0	1101*	5	5	90
3302-A	30	50	20	1104*	25	25	50
2303	40	0	60	2104	25	50	25*
2106	70	20	10	2110	0	0	0
1304	60	20	20	3305	25	15	60
2201	100	0	0	3302	50	30	20
1107	60	20	20				
2202	75	15	10				
2107	10	0	90				

* These colleges are believed to have co-op ed offerings.

Code	% Admin.	% Teach	% Other
1105	70	20	10
1301	5	5	90*
2109*	0	0	0
1302	60	30	10
3301	5	0	95

* Indicates someone outside the program completed the survey.
* This college is believed to have co-op ed offerings.

Item 16 Additional responses to item 16.

Co-op Ed.

1. 50% class, 50% work
2. Combination of individual contact, hours worked, & performance
3. All given same amount of credit based upon seminar experience, written projects and minimum number of hours worked
4. Up to individual curricula

Field Experience

1. It varies with each program - basically A & C

Item 18 Additional responses to item 18

Co-op Ed.

1. Twenty-four credits with 20/40 average
2. Grade point 2.0 or above
3. Faculty recommendation, complete 12 credits, maintain 2.0 GPA
4. Complete at least 12 credit hours (1 semester) at college

Item 25 Frequencies given for item 25: Data collected to evaluate program. (Total frequencies will vary since only an affirmative response was requested.)

	Co-op Ed		Field Experience		Other Work Experience		Total	
	Formal	Informal	Formal	Informal	Formal	Informal	Formal	Informal
Student Satisfaction	9	2	2	6	4	2	15	10
Employer Satisfaction	9	5	6	3	3	2	18	10
Faculty Support	2	7	0	5	1	3	3	15
Administration Support	2	6	2	3	2	1	6	10
Graduate Satisfaction	6	1	2	2	1	2	9	5

WORK-EXPERIENCE SURVEY:
RESPONSES FROM COOPERATIVE EDUCATION PROGRAMS ONLY

The tabulations provided below are responses from twenty-three work experience programs that the project staff classified as cooperative education. The symbol ✡ indicates the question responses are inappropriate, too lengthy, or too complex to report in this format. An arrow ⇩ indicates that responses are provided opposite each choice.

Responses		No Response
	1. Are there formal, written agreements with employers concerning their role in the *work experience program?* (Circle one)	
6	a. Yes, with all employers	0
7	b. Yes, with some employers	
10	c. No	
	2. Do employers have a formal role in evaluating the *work experience program?* (Circle one)	
17	a. Yes, all do	0
4	b. Yes, some do	
2	c. No, none do (If you circle this response, proceed to question 6)	
	3. Are students evaluated by employers according to prespecified criteria? (Circle one)	
18	a. Yes, all students	1
3	b. Yes, some students	
1	c. No	
	4. Are the students' work *attitudes* evaluated by the employers? (Circle one)	
18	a. Yes, all students are evaluated	1
3	b. Yes, some students are evaluated	
1	c. No	
	5. Are students' work *performances* evaluated by employers? (Circle one)	
18	a. Yes, all students	1
3	b. Yes, some students	
1	c. No	
	6. Are written surveys of employers conducted to determine whether they would provide a *job site component* for students? (Circle one)	
5	a. Yes, for all curriculum areas	0
7	b. Yes, for some curriculum areas	
11	c. No	
✡	**7. Which of the following types of employers provide jobs for students in your *work experience program?*** (Circle all letters that apply.) a. Manufacturers of products b. Agricultural producers (crops and animal products) c. Transportation/delivery of goods d. Retail outlets (not restaurant) e. Restaurants f. Providers of health services g. Providers of social services h. The college i. Other (please specify) _____	

Responses | No Response

8. **A RANKING QUESTION!!**
For purposes of this survey, employers are categorized as follows:
A = Very small (1-4 employees)
B = Small (5-20 employees)
C = Medium (21-100 employees)
D = Large (100-400 employees)
E = Very large (over 400 employees)
Please use the letter identifying an employer's size to rank the prevalence of different-sized employers—beginning with the most prevalent—participating in your *work experience program*. Omit letters that do not describe any of your employers.
EXAMPLE: A, D, B
This indicates no medium or very large employers participate. Of those employers which do participate, most are "very small." The next most numerous are "large," and the least numerous are "small" employers.

RANK HERE _____

9. **How many employers participate in your *work experience program* by providing job sites?** — 2

a. 1	= 0	e. 16-25	= 2
b. 2-5	= 1	f. 26-50	= 6
c. 6-10	= 1	g. 51-100	= 7
d. 11-15	= 1	h. More than 100	= 3

10. **Please indicate the approximate percentage of your time devoted to the following broad responsibilities:** NOTE: INTERPRETED RESPONSE IN TERMS OF RATIO= % co-op administration :: % co-op teaching & advising :: % non co-op. One group of eight respondents had a mean, "median," and mode of 70::20::10 [range = 100::0::0 to 60::20::20]. A second group of eight had a mean of 30::30::40 [range of 50::50::0 to 10::0::90]. There were three non-respondents and four which were not useable.

11. **The following organizations are concerned with *work experience programs*. Please circle the letters of those in which you hold membership.**

10	a. Cooperative Education Association (CEA)	2
11	b. New York State Cooperative and Experiential Education Association (NYSCEEA)	
2	c. Center for Cooperative Education (either Northeastern or Southeastern)	
1	d. Council for Advancement of Experiential Learning (CAEL)	
6	e. National Commission for Cooperative Education	
0	f. Cooperative Work Experience Education Association	
7	g. None of the above	
1	h. Other (please specify full name) _____	

_____

12. **How often do you confer with your college's *work experience program* advisory committee, either as individuals or as a group?** (Circle one)

9	a. There is no advisory committee	3
3	b. Once per year	
9	c. 2-5 times per year	
1	d. More than 5 times per year	

13. **Including yourself, how many people are involved in the administrative support (i.e., non-classroom activities performed by faculty, secretaries and others) of your *work experience program*?** (Circle one)

5	a. 1	2
5	b. 2	
6	c. 3-5	
4	d. 6-10	
1	e. More than 10	

14. **Including your own time, please estimate the number of full-time-equivalent (FTE) people involved in the administrative support (i.e., non-classroom activities performed by faculty, secretaries and others) of your *work experience program*. (Do not include faculty classroom functions.)** (Circle one)

8	a. Less than 1 FTE	2
7	b. 1 to 1.9 FTE	
1	c. 2 to 2.9 FTE	
1	d. 3 to 4.9 FTE	
4	e. 5 or more FTE	

Responses		No Response
	15. Do students formally evaluate employers? (Circle one)	1
7	a. Yes, all students evaluate employers	
5	b. Yes, some students evaluate employers	
10	c. No, no students evaluate employers	
	16. How is academic credit for the *job site component* awarded? (Circle one)	1
6	a. There is a formula by which credit is computed, based on number of hours worked.	
3	b. All students are awarded the same amount of credit regardless of the number of hours worked.	
10		
3	c. All are awarded the same amount of credit but must work a minimum number of hours.	
2	d. Other (please specify) combination of individual contract, hours worked, performance; 50% employer eval. & 50% classroom component.	
	e. No credit is offered.	
	17. Is academic credit awarded for the *job site component* transferrable to other colleges? (Circle one)	4
2	a. Not applicable, no credit is awarded	
1	b. Yes, always	
9	c. Yes, usually	
6	d. Yes, sometimes	
1	e. No, never	
	18. Which of the following prerequisites must be met before a student is permitted to engage in the *job site component*? (Circle all letters that apply.)	1
17	a. The job must relate to students' career goals	
6	b. Students must be emotionally mature	
14	c. They must attain certain knowledge skills	
11	d. They must attend an orientation course	
6	e. Other (specify) a, b, c, d plus faculty recommendation and maintain 2.0 GPA; GPP of 2.0 or above; Business Seniors, Advisor's approval.	
1	f. There are no prerequisites	
	19. Have you noted any differences in the *level* of job site assignment (position, pay or responsibility) between white males and females/minority males/handicapped? (Circle one)	2
0	a. Yes, white males appear to be favored	
0	b. Yes, but not in favor of white males	
22	c. No	
	20. Does it appear to be more difficult to assign women, minority males or handicapped persons to job sites in specific occupational areas than it is to assign white males? (Circle one)	2
0	a. Yes, all areas	
4	b. Yes, some areas	
17	c. No	
	21. How are employers contacted when they are solicited to provide a *job site* for students enrolled in the *work experience program*? (Circle all that apply)	1
0	a. This question does not apply	
14	b. Mailed brochures or letters	
18	c. Telephone	
21	d. In-person calls on the employers	
4	e. Lunches	
3	f. Workshops or seminars	
7	g. Service clubs or meetings of other formal organizations	
9	h. Mutual acquaintance who is not another employer	
13	i. Employers who already participate	
3	j. Other (specify) advisory councils; combination of a - i; student contact	
	22. Are there data to support the claim that student academic attitudes or performance improve after their *job site experience*? (Circle one)	3
8	a. Yes	
9	b. No	

Responses | No Response

23. Which of the following best describes the time pattern of students' job site responsibilities and their classroom responsibilities? (Circle one) — No Response: 1

11 a. Students attend college full-time for a period and work full-time for another period
3 b. Students work full-time and attend college part-time
7 c. Students work part-time and attend college full-time
4 d. Students work part-time and attend college part-time
5 e. Students follow patterns a, b, c or d, depending on job availability, curriculum area, or other factor

24. What percent of faculty actively participate in the program, by—defining job site objectives, evaluating skills obtained at a job site, or assisting in job site assignment? (Circle one) — No Response: 1

a. 1-5% = 11
b. 6-15% = 6
c. 16-30% = 3
d. 31-50% = 0
e. 51-75% = 0
f. 76-99% = 0
g. 100% = 0

25. Please check factors for which data are collected to evaluate the *work experience program*. Also check whether the evaluation is formal or informal. — No Response: 3

	Formal	*Informal*
____ Student satisfaction	13	7
____ Employer satisfaction	14	8
____ Faculty support	3	12
____ Administrative support	4	9
____ Graduate satisfaction	8	4

26. Do the college's guidance personnel work with *work experience program* staff to address unique problems students may face because of the *job site component*? (Circle one) — No Response: 1

8 a. Yes
14 b. No

27. Has money from the Veterans Administration ever been applied to pay tuition expenses associated with the *job site component*? (Circle one) — No Response: 1

7 a. Yes
1 b. No, but we are exploring the possibility
0 c. No, but we have tried
14 d. No, but we haven't tried

28. Is funding from the Comprehensive Education and Training Act (CETA) program used to support your *work experience program*? (Circle one) — No Response: 1

3 a. Yes
4 b. No, but we are explo[illegible] the possibility
0 c. No, but we have tried
14 d. No, but we haven't tried

29. Are faculty in direct contact with employers to develop specific objectives or work plans? (Circle one) — No Response: 2

13 a. Yes
8 b. No

30. Which of the following terms best describes your *work experience program*? (Circle one)

a. Internship
b. Cooperative education
c. Work-study
d. Experiential education
e. Practicum
f. Continuing education
g. Apprenticeship
h. Field experience
i. Other (please specify) _____

This completes the survey. I appreciate your effort and thank you for the time you gave to it. In return you will receive a copy of our results in late spring of 1979.

survey item 3

DESCRIPTION OF WORK EXPERIENCE PROGRAM

		Secretarial	Sec. Medical	Data Processing	Social Science	Food Service	Hotel Tech.	Criminal Justice	Recreation	Human Service	Child Development	Interior Design
Number of Programs →		7	1	3	2	7	4	1	3	4	3	1
(1) Write name here of curriculum area offering work experience. → If more space is required, please use the single sheet insert.												
(2) TOTAL number of students enrolled (work experience and non-work experience)		719	13	345	226	300	669	77	145	537	147	41
(3) Number of students in work experience program		595	3	235	51	239	437	4	107	381	92	11
(4) % of students in work experience program who engage in job site experience		83	23	68	22	80	65	5	74	71	63	27
(5) Is work experience optional?	Yes (✓)	3	1	2	2	3	2	1	1	2	1	1
	No (✓)	4		1		3	2		2	2	2	
(6) Are students paid?	All (✓)	4	1	2	2	4	2	1	1	2		
	Some (✓)	1		1		1	2		1	2	1	1
	None (✓)	2				1			1		2	
(7) Location of Job Site	On Campus (✓)											
	Off Campus (✓)	3	1	2	1	5	3	1	2	4	3	1
	Both (✓)	4		1	1	2	1		1			
(8) Average number of hours worked per student per week at job site		10-40	25	20-25	20-30	4-50	10-35	10-40	20-30	10-40	7-18	16
(9) Number of weeks worked per student at job site		9-16	13	9-16	15-16	8-16	8-12	3-15	6-15	8-16	12-15	12
(10) How much credit is offered for job site experience? (List range, if appropriate.)		1-12	6	1-6	1-6	0-15	3-12	1-12	1-6	1-12	2-8	3
(11) Are separate grades assigned for the job site component?	Yes (✓)	6		2	2	3	3	1	3	4	2	1
	No (✓)	1	1	1		4	1				1	
(12) Are there sufficient sites for all work experience students to acquire at least one job site exp.?	Yes (✓)	6	1	2	1	6	4		3	3	3	1
	No (✓)	1		1	1			1	1	1		
(13) Is job site performance of student evaluated by program staff?	Yes (✓)	7	1	3	1	5	4	1	3	4	3	1
	No (✓)	0			1							
(14) Number of years current work experience program has been in existence		new-10	2	3-7	3	1/2-10	1-33	new-3	new-10	1/2-7	6-10	3

survey item 3

DESCRIPTION OF WORK EXPERIENCE PROGRAM

		Fashion	Graphics Com. Design	Drafting	A.V. Communication	Humanities	Liberal Arts	Sciences	Teacher Ed.	Bilingual Ed.	Electrical Tech.	Electronics
Number of Programs →			2	1	1	1	1	2	1	1	1	1
(1) Write name here of curriculum area offering work experience. → If more space is required, please use the single sheet insert.												
(2) TOTAL number of students enrolled (work experience and non-work experience)		691	22	26	56	4	300	7	118	105	56	18
(3) Number of students in work experience program		520	8	15	6	4	271	3	61	105	3	6
(4) % of students in work experience program who engage in job site experience		75	36	58	11	100	90	43	52	100	5	31
(5) Is work experience optional?	Yes (✓)		1		1	1		1	1		1	
	No (✓)	2		1			1			1		1
(6) Are students paid?	All (✓)	1	1		1	1		1	1		1	
	Some (✓)	1					1			1		
	None (✓)			1								1
(7) Location of Job Site	On Campus (✓)											
	Off Campus (✓)	2		1			1			1	1	1
	Both (✓)		1		1	1		1	1			
(8) Average number of hours worked per student per week at job site		40	16	5	20	30	full time	30	30	full time	20	5
(9) Number of weeks worked per student at job site		5	12	15	15	16	9	16	16	9	15	15
(10) How much credit is offered for job site experience? (List range, if appropriate.)		0-3	3	1	1-3	2-6	3	2-6	2-6	3	1-3	1
(11) Are separate grades assigned for the job site component?	Yes (✓)	1	1	1	1	1	1	1	1	1	1	1
	No (✓)	1										
(12) Are there sufficient sites for all work experience students to acquire at least one job site exp.?	Yes (✓)	1	1	1		1	1	1	1	1		1
	No (✓)	1			1						1	
(13) Is job site performance of student evaluated by program staff?	Yes (✓)	1	1		1		1			1	1	
	No (✓)	1		1		1		1	1			1
(14) Number of years current work experience program has been in existence		2-20	2	7	3	3	7	3	3	7	3	7

survey item 3

DESCRIPTION OF WORK EXPERIENCE PROGRAM

		Machine Tech.	Service Tech.	Building Construction	Agriculture	Water Management	Animal Husbandry	Plant Science	Ecol. & Env. Tech.			
Number of Programs →		2	1	1	4	1	1	1	1			
(1) Write name here of curriculum area offering work experience. → If more space is required, please use the single sheet insert.		1										
(2) TOTAL number of students enrolled (work experience and non-work experience)		41	12	10	Ave 10	34	12	5	64			
(3) Number of students in work experience program		15	10	10	All	18	12	5	64			
(4) % of students in work experience program who engage in job site experience		37	83	100	100	53	100	100	100			
(5) Is work experience optional?	Yes (✓)	1		1	3							
	No (✓)	1	1		1	1	1	1	1			
(6) Are students paid?	All (✓)	1		1	4	1						
	Some (✓)		1				1	1				
	None (✓)	1							1			
(7) Location of Job Site	On Campus (✓)											
	Off Campus (✓)	2	1	1	2	1	1	1				
	Both (✓)				2				1			
(8) Average number of hours worked per student per week at job site		5-20	20	40	40	20	50	50	varies			
(9) Number of weeks worked per student at job site		15	15	10	10	15	8	8	varies			
(10) How much credit is offered for job site experience? (List range, if appropriate.)		1	1-3	3	3	1-3	5	5	2-4			
(11) Are separate grades assigned for the job site component?	Yes (✓)	2	1	1	4	1	1	1	1			
	No (✓)											
(12) Are there sufficient sites for all work experience students to acquire at least one job site exp.?	Yes (✓)	1		1	4		1	1	1			
	No (✓)	1	1			1						
(13) Is job site performance of student evaluated by program staff?	Yes (✓)	1	1	1	4	1	1	1	1			
	No (✓)	1										
(14) Number of years current work experience program has been in existence		1-3	3	2	3	3	2	2	6			

survey item 3

DESCRIPTION OF WORK EXPERIENCE PROGRAM

		Accounting	Retailing	Business Admin.	Marketing	Ag. Business	Banking	Insurance	Bus. & Sec. Science	Lab. Tech.	Med. Lab. Tech.	Medical Records
Number of Programs →		8	7	9	5	1	1	1	1	3	3	1
(1) Write name here of curriculum area offering work experience. If more space is required, please use the single sheet insert.												
(2) TOTAL number of students enrolled (work experience and non-work experience)		1328	810	2463	607	5	10	5	154	78	106	22
(3) Number of students in work experience program		309	206	414	129	5	2	1	77	17	43	22
(4) % of students in work experience program who engage in job site experience		23	35	17	21	100	20	20	50	22	41	100
(5) Is work experience optional?	Yes (✓)	7	1	8	3	1	1	1	1	3	1	1
	No (✓)	1	6	1	2						2	1
(6) Are students paid?	All (✓)	6	7	8	4	1	1	1	1	1	1	1
	Some (✓)	2		1	1					2		
	None (✓)										1	
(7) Location of Job Site	On Campus (✓)											
	Off Campus (✓)	5	6	8	3	1	1	1		3	2	1
	Both (✓)	3	1	1	2				1			
(8) Average number of hours worked per student per week at job site		10-40	20-40	10-40	15-40	40	25	25	30	10-40	20	40
(9) Number of weeks worked per student at job site		9-16	8-16	10-16	8-12	10	16	16	16	12-16	10-15	8
(10) How much credit is offered for job site experience? (List range, if appropriate.)		1-12	3-6	1-6	1-4	3	6	6	2-6	3-12	1-13	4
(11) Are separate grades assigned for the job site component?	Yes (✓)	4	4	5	3	1			1	2	2	1
	No (✓)	4	4	4	2		1	1			1	
(12) Are there sufficient sites for all work experience students to acquire at least one job site exp.?	Yes (✓)	7	8	8	5	1	1	1	1	3	2	1
	No (✓)	1		1							1	
(13) Is job site performance of student evaluated by program staff?	Yes (✓)	7	8	9	4	1	1	1		3	3	1
	No (✓)	1			1				1			
(14) Number of years current work experience program has been in existence		1/2-7	5-15	1/2-7	1/2-12	3	5	5	3	new-4	3-10	6

6

INTERVIEW PROTOCOL

FOR COOPERATIVE STUDENTS

____MALE
____FEMALE

Stress: a.) No right or wrong answer
b.) Anonymity

[I. GENERAL BACKGROUND]

1. What's your major?_____

2. How often and how long have you been in co-op?

3. a. What job(s) did you hold?

   b. Were you paid? _____

   c. How did you happen to be assigned to the job(s)?

[II. PERSONAL GROWTH]

4. Do you feel differently about yourself since you entered the co-op program?

   a. In what ways?

   b. To what do you attribute the change?

5. Do you feel any differently about how you relate to other people since you entered the co-op program?

   a. In what ways?

   b. To what do you attribute this?

4 - Emotional Maturity
5 - Self Confidence
20 - Independence
School
Integration
Job
Maturity

19 - Groups & Personal relations
School
Integration
Job

[III. CAREER PLANNING]

6. What general career did you intend to pursue when you first entered the co-op program?

   a. Do you still intend to pursue that career?

   b. Was there something about the co-op program that [confirmed] [changed your mind about] your choice of a career area?

7. How often do you interact with counselors or the co-op staff and faculty with regard to career counseling?

   Has this counseling been satisfactory?

9 - Counseling

* Knowledge or attitude about career?

11 - Select right career

8. Do you believe that the co-op experience has had any effect on your choice of electives?

   a. In what way?

   b. To what do you attribute this?

13 - Select electives (occupational vs. academic)

9 - Counseling

[IV. ACADEMIC GROWTH]

9. Did your feelings about school work change since you've been in the co-op program?

   a. In what way?

   b. To what do you attribute the change?

2 - Relevance
3 - Motivation (attitude)

10. Have your study habits changed any?

   a. In what way?

   b. To what do you attribute the change?

   c. Do you think your grades are going to go up, down or remain the same?

20 - Independent study
3 - Motivation (work harder)
12 - Scholastic achievement

11. How actively do you participate in class?

_____very _____moderately _____not very _____never

   a. Has the amount of your classroom participation changed since you've been in the co-op program?

      1. In what way?

      2. To what do you attribute the change?

5 - Self confidence
10 - Greater work knowledge

12. Did you plan to go beyond the Associates degree when you entered this college?

   a. Has this changed?

   b. To what do you attribute this?

18 - Prepared for further education

[V. OCCUPATIONAL]

13. How do you feel about your job experience?

   a. Did you feel differently about it just before you started working and during the early stages of the job?

   b. What helped change your attitude?

   c. How do you feel about the prospect of taking on a new job in the near future? (Why?)

10 - Understanding work

14. What do you think were the advantages of your work experience?

1 - Better training (skills)
4 - Maturity
6 - Responsibility
7 - Evaluate job/ employer
10 - Understanding work
11 - Knowledge of job & career?
14 - Latest techniques
19 - Groups
20 - Independent learning

15. How has co-op affected your financial situation?

16. How do you think the co-op experience will affect your future?

17. What did you do on the job?

18. What were the best and worst aspects of your co-op education program?

FACULTY RESPONSES TO INTERVIEW QUESTIONS

7

1. *Do you think that students feel differently about themselves as a result of their participation in the co-op program?*

   Yes (22)
   Sometimes depends on prior experience (1)
   Can't say (1)

   a. *In what ways?*

   Confidence (9) (self-reliant and self assured)
   Better understanding of where they fit and career goals (2)
   Sense of responsibility (2)
   Mature (5)
   Less cocky and more receptive (1)
   Sense of worth (1)
   More tolerant (1)
   Accept criticism (1)
   Self appraisal; recognize assets and weaknesses (4)

   b. *To what do you attribute the change?*

   Interaction with mature people (4)
   Can do work (10) (manager evaluates) (2)
   On-the-job training (1)
   Treated as adults (3)
   Working (3)
   Sampling the career (1)
   Regulations and discipline (3)
   Earning own money (1)
   Work experience tied to class (2)
   Keeping a journal (1)
   Career planning class (3)
   Being held responsible (1)
   Being forced to do more than simple work (class & job) (1)

2. *Do you think students relate differently to other people as a result of their participation in the co-op program?*

Yes (7) ("...a tremendous change")
No (1)
Sometimes (3)
Don't know (2)
Maybe (3)

a. *In what ways?*

Maturity (2)
More outgoing (2)
(Handicapped parents) appreciates difference (1)
Demand more (1)
Knowledge that things can't go smoothly all the time and need to be tolerant (2)
Personal relations (1)
More sensitive (1)
Self-assertive (1)
Open-minded (1)
Openness (1)
Self-confident (3)
Enthusiasm to share experiences (1)
Make value judgments of others (1)

b. *To what do you attribute the change?*

Employer tends to provide co-ops with more meaningful work(1)
They were able to perform task ( )
Work with others (3)
Exposed to real situations (2)
Work with public (1)
Work full time (1)
Co-op group cohesiveness (1)
More knowledgeable (1)
Journal entries, which force observation (1)
Progress in job (1)
Overcoming apprehensiveness about work (1)
See employer's foibles (1)
Job rules and regulations (2)
Seeing the school-to-job link (1)
Successful departure from ghetto (1)
Money in pocket (1)

3. *Do you think that there is a change in a student's classroom performance between the time a student enters and leaves a co-op program?*

Yes (13)
In some cases (not necessarily better students) (5)
Not sure (6)

a. *To what do you attribute the change?*

Better grades/approach to course-work (4)
Adds to quality of class discussions (2)
Apply self harder (3)
Skills increase (2)
Enthusiasm (1)
Motivation (1)
Speak out more firmly (1)
Ask more questions (2)
Renewed interest in discussions (1)
More serious (2)

b. *To what do you attribute the change?*

Relates course work to job (even English) (4)
Acquired people skills (1)
Work experiences; more factual information to share (3)
Cohesiveness of co-op preparation (1)
On-the-job training (1)
Talking with professionals (1)
Work (2)
Insight into work (1)
Skills (1)
Right career (1)
Knowledge about career (1)
Accelerated maturity (1)
Employer's position evaluation (1)
Responsibility (1)
Personal gratification (1)
Seminar plus job (1)
Job rewards (1)
Less free time, must change (1)
A standard for comparison (1)

4. *What advantages do you think students obtain as a result of their work experience?*

Puts them in competitive position (vis-à-vis experience) (4)
Confidence and self assurance (2)
Recognize own capabilities (1)
Pay (1)
Higher labor grade in first job (1)
Can use latest method/advanced skill, advanced equipment (2)
Learn tasks (1)
Greater skill (1)
Work with real people (1)
Human relations (1)
Discipline (1)
Early employment -- by co-op employer (5)
See relation of school to work (5)
They see exceptions to theory (variety) (1)
Variety of viewpoints (2)
Accelerated maturity (2)
Explore career options (2)
Academic direction (1)
Forced to look for job (1)
For older students -- opportunity to change (1)
Learn chain of command (1)
Confirm career choice (1)
More knowledgeable about career goal (1)
First hand information about career (1)
Clarify/define career goals (2)
Appearance/grooming (1)
How to apply for job (1)
Perform under pressure (1)
Maturity (1)

5. *Do you believe the amount of counseling a co-op student receives (either from yourself, counseling staff or others) is satisfactory?*

Yes (15)
For above average and average student (1)
Student has direct phone contact to coordinator while on job (3)
Program structure forces counseling situation (4)
No (2)
Can't say (5)
Sometimes (2)

6. *Do students appear to become more purposeful and rational in selecting electives with increasing co-op experience?*

Yes (5)
Seniors elect (statistics) course to aid them in future work
Not appropriate (16)
No (1)
Can't say (2)

7. *Tell me what you believe to be the best thing about the co-op program?*

Experience (resumé) (2)
Testing career (1)
Experience (real life) (1)
Student sees relation of school to work (1)
Realistic expectations (3)
In-depth counseling (2)
Learns to work with others (2)
Forces students to consider what they will do with college degree (1)
Can practice skills learned in class (1)
Find they can do work (1)
Career exploration (1)
Bridge from home to work (1)
Can diagnose strengths and weaknesses (2)
Strengthens character (1)
Learns to accept criticism (1)
Clarifies purpose of college (1)
Career planning course (1)
Learn responsibility (1)
Career sampling (1)
Discipline (1)
Students meet professionals (1)
Knowledge of appropriateness of career for them (1)
Accelerated maturity (1)
Student assessments help decide future placements (a benefit to program) (1)
Competitive edge (1)

8. *Have you ever noticed whether co-op students change their minds about (a) completing their degree after their co-op experience, or (b) going beyond the associate's degree?*

Yes (11)
Don't finish because of dissatisfaction (2)
Need four-year degree (3)
Don't finish because of good job offer (5)
They learn that advancement is tied to education (3)
No (6)
Don't know (7)
Sometimes (1)

9. *Have you ever noticed whether co-op students have changed their minds about the type of career they are studying as a result of the co-op experience?*

Yes (but they may not change at this level) (2)
Change within field (6)
Change fields (3)
Become more enthusiastic (1)
No (2)

8

EMPLOYER SURVEY:
PROTOCOL AND BENEFITS

Hello _____

(Villa Maria College) (Alfred Ag and Tech)
has given me your name as an employer of their students while they are on co-op. Is that correct?

Good, I'm with Cornell University Institute for Occupational Education, and we're doing a study of cooperative education. Could you take a few minutes and tell me what you believe to be the advantages students gain from cooperative education?

(If yes, repeat the question).

PROBES

- Personal Growth?
- Career Choice?
- Academic Growth?
- Job skills/knowledge?

Employer-Identified Benefits

BENEFIT	Villa Maria	Alfred	Total
Knowledge of specific career	8	4	12
Practical application of theory	6	4	10
Knowledge of world of work	5	2	7
Chance to deal with public	3	3	6
Better qualifications	4	1	5
Ability to work as group member	4	1	5
Career exploration	2	2	4
Increased motivation to learn	2	1	3
Learn to set goals	2	0	2
Maturity	2	0	2
Relevance of school work	1	1	2
Learn about employer/employee relations	0	2	2
Earn money	0	2	2
Work under condition of evaluation	0	1	1
Work with the latest equipment	1	0	1
Self-confidence	1	0	1
More classroom participation	1	0	1

9

GRADUATE SURVEY: PROTOCOL, QUESTIONNAIRE,
AND FREQUENCY OF BENEFITS

Hello_____,

I represent Cornell University's Institute for Occupational Education. We're conducting a study of graduates of (Villa Maria's) (Alfred's) cooperative education program. Are you a graduate of that program?

Good. I'd like to ask you what you believe (Villa Maria's) (Alfred's) cooperative program did for you? Could you take a few minutes and tell me about the benefits you think you got from the program?

(If yes, repeat the question)

PROBES:

- Personal Growth?
- Career Choice?
- Academic Growth?
- Job Skills/Knowledge?

QUESTIONNAIRE FOR OBTAINING DATA
ON EMPLOYMENT (OR POST-GRAD ACHIEVEMENT)

1. What is your present occupational status? Check (✓) all responses which apply to you.

_____ A. Employed full-time in my chosen occupation.
_____ B. Employed part-time in my chosen occupation.
_____ C. Employed full-time but not in my chosen occupation.
_____ D. Employed part-time but not in my chosen occupation.
_____ E. In military service.
_____ F. Unemployed.
_____ G. Attend post-high-school educational institution full-time.
_____ H. Attend post-high-school educational institution part-time.

If you placed a check (✓) beside either "A" or "B" above, please answer questions 2-6 below. If you placed a check (✓) beside "F," proceed to question 7.

2. How long have you been at your present job? Check (✓).

_____ 3 months or less
_____ 4 months to 1 year
_____ 1 year to 2 years
_____ more than 2 years

3. How long has it been since you were not employed full-time for a period of more than one month? Check (✓).

_____ 3 months or less
_____ 4 months to 1 year
_____ 1 year to 2 years
_____ more than 2 years

4. Have you received a pay raise from your current employer?

_____ Yes
_____ No
_____ Self-Employed

5. Have you received a job promotion from your employer?

_____ Yes

_____ No

_____ Self-Employed

6. How satisfied are you with your job? Circle the number most indicative of your feelings about the job, for each of the four job conditions listed below.

	Satisfied (5)	Somewhat Satisfied (4)	Neutral (3)	Somewhat Dissatisfied (2)	Dissatisfied (1)
A. People you work with	5	4	3	2	1
B. Work you do	5	4	3	2	1
C. Promotions available	5	4	3	2	1
D. Pay you receive	5	4	3	2	1

7. If you are unemployed and not attending school, how long has it been since you either worked or went to school full time for a period of at least six months? Check (✓).

_____ 3 months or less

_____ 4 months to 1 year

_____ 1 year to 2 years

_____ more than 2 years

BENEFITS REPORTED BY GRADUATE STUDENTS (FREQUENCY)

Knowledge about job	6
Locating potential jobs	1
Latest techniques and equipment	1
Lessen apprehension	1
Vocational realism	2
Head-start in regard to salary and position	4
Career exploration	5
Assess personal needs in light of career	4
Clarify career goals	3
Serious about schoolwork	1
More outgoing	1
Relevance of school	1
Expansion of recognized career choices	1

FIFTY-ITEM QUESTIONNAIRE

DIRECTIONS

10

The following statements express a number of outcomes which might be atributable to cooperative education. Read each statement and reflect on whether it did or did not result from your cooperative program; then circle the response which indicates most accurately the extent to which you agree/disagree with the statement.

Note: By "your cooperative programs" we include: (1) the work experience, (2) classes related to the work experience, and (3) your interaction with faculty coordinators and with your classmates.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. I am more aware of where I'm going and how I'll fit in society.	SA	A	U	D	SD
2. I am neither more decisive nor persuasive in convincing others to follow my suggestions.	SA	A	U	D	SD
3. I am better able to decide what I want in life, and I'm more capable of disciplining myself to pursue those goals.	SA	A	U	D	SD
4. I am more inclined to keep at a task in order to get the job done.	SA	A	U	D	SD
5. I have learned that when things do not immediately work out as expected, the best thing to do is to try and hurry them along.	SA	A	U	D	SD
6. I have learned little about working with others towards a common goal, and hence I rarely make attempts in that direction.	SA	A	U	D	SD
7. I no longer see myself as very different from adults with whom I come in contact, and am more often treated as an adult.	SA	A	U	D	SD
8. I have learned that it is futile to try to see things from another viewpoint, and I less often make the effort.	SA	A	U	D	SD
9. I am interested in the criticisms my friends and family have of me, and occasionally even seek their opinions.	SA	A	U	D	SD
10. I less often get involved in the types of activities which lead others to depend on me and I'm less willing to accept that responsibility.	SA	A	U	D	SD
11. I am more aware of why I succeed in situations where I succeed and fail in those in which I fail.	SA	A	U	D	SD
12. I have greater faith in myself and find I need less support in dealing with day-to-day problems.	SA	A	U	D	SD
13. I feel more reluctant about expressing my views, and more hesitant before making acquaintances.	SA	A	U	D	SD

14. I have learned little about becoming assertive in situations where it might be appropriate and to my benefit to be assertive.	SA	A	U	D	SD
15. I am more willing to make demands upon others and expect them to fulfill those demands.	SA	A	U	D	SD
16. I am more honest, and open about my immediate feelings, events in my life, and mistakes I have made.	SA	A	U	D	SD
17. I did not obtain the feeling of doing a good job, and doing it well.	SA	A	U	D	SD
18. As a result of being paid for my work as a coop student, I felt more like a contributing member to society.	SA	A	U	D	SD
19. The pay I received during my coop experience was insignificant in regard to meeting my living expenses.	SA	A	U	D	SD
20. I have no better idea of what I want to do with my life.	SA	A	U	D	SD
21. I have a better idea about what to expect with regard to the career I intend to pursue.	SA	A	U	D	SD
22. I have found that a very limited number of career opportunities are available to a person like me.	SA	A	U	D	SD
23. I am left unclear as to how I might best present myself to interviewers.	SA	A	U	D	SD
24. I am better able to write a resume which presents me in the best possible light.	SA	A	U	D	SD
25. I am at a loss as to where I might find information of where jobs in my field might be located.	SA	A	U	D	SD
26. Any apprehension or nervousness I was experiencing about entering a career has been lessened.	SA	A	U	D	SD
27. I am better able to choose a career that I think will be interesting to me and make me happy.	SA	A	U	D	SD
28. I have not had an opportunity to learn what it means to be a working, contributing member of society.	SA	A	U	D	SD
29. I feel that I am more likely to get a job with better pay and a more advanced position.	SA	A	U	D	SD
30. My classwork seemed less meaningful because I discovered that the best way to learn is on-the-job and classwork is largely irrelevant.	SA	A	U	D	SD
31. I have a better idea about the type of courses that would be useful in my chosen career.	SA	A	U	D	SD
32. I approach school with less enthusiasm, and am less willing to put in the work.	SA	A	U	D	SD

33. I became more confident that I could achieve in an academic setting.	SA	A	U	D	SD
34. I was friendlier towards, and have more contact with, my teachers back at school.	SA	A	U	D	SD
35. I found that class discussions were less meaningful to me and therefore I became more willing to sit back and listen.	SA	A	U	D	SD
36. I found that I was more willing to plan my time, and better able to keep up with the homework.	SA	A	U	D	SD
37. When I returned to school I found less reasons for being serious about my classwork.	SA	A	U	D	SD
38. I realized that the best way to learn is with the help of someone who really knows what they are doing, and I became less willing to go off on my own to learn about a topic.	SA	A	U	D	SD
39. My co-op work experience had little or no influence on my cumulative grade-point average after I returned to school.	SA	A	U	D	SD
40. The co-op experience helped me develop my basic academic skills (e.g. math, writing, typing, etc.).	SA	A	U	D	SD
41. I was not able to practice the many things I was learning and thus received virtually no opportunity to increase the level of my skills.	SA	A	U	D	SD
42. I am more capable of contributing to group efforts.	SA	A	U	D	SD
43. My classroom experiences were of no use to me in helping me better understand my work experiences.	SA	A	U	D	SD
44. I learned a great deal about what my life would be like as a worker on the job I explored in co-op.	SA	A	U	D	SD
45. I did not have an opportunity to work with the latest equipment, nor learn the latest techniques.	SA	A	U	D	SD
46. I had the opportunity to work under conditions where I was being evaluated and where there were rules I had to follow.	SA	A	U	D	SD
47. I have a much firmer idea of my ability to perform the skills required in my chosen occupation.	SA	A	U	D	SD
48. I did not have the opportunity to test my ability to perform under various types of pressures.	SA	A	U	D	SD
49. I did not have an opportunity to get to know my employer, and as a result there's no reason to expect that I will get along better with my next employer.	SA	A	U	D	SD
50. I learned the types of problems which employers have, and the ways in which they can deal with those problems.	SA	A	U	D	SD

CORNELL INSTITUTE FOR OCCUPATIONAL EDUCATION

College _____ Code number _____

work experience survey

Name of person completing survey _____

Position _____

Department or division _____

NOTE:
A report on New York State two-year college work experience programs will be released as stated in the cover letter. However, **please circle** one of the following options so we may report the information in accordance with your wishes:

a. This college may be identified in the report of program descriptions.
b. Report the program description anonymously; do not identify the college.

PURPOSE:
To identify and describe work experience programs in New York State.

Please elaborate on your responses to any questions that seem ambiguous or unclear; but please respond to **all** items **if possible.**

If you have questions concerning any survey item, please call Al Beilby or Jere Confrey collect at (607) 256-4537.

Please return the survey and any lists and elaborations to:

Dr. Albert Beilby
Cornell Institute for Occupational Education
Stone Hall
Cornell University
Ithaca, New York 14853

A stamped, preaddressed envelope is enclosed.

Department of Education, New York State College of Agriculture and Life Sciences, a Statutory College of the State University at Cornell University, Ithaca, New York 14853.

definition of terms

NOTE:
This survey will examine all work experience programs including cooperative education programs; however, the words "cooperative education" do not appear in the survey.

The following definitions are provided to assist your interpretation of questions in this survey. When the terms are used, they are in *italics*.

Work Experience Program:
College program consisting of two coordinated components: a *job site component* wherein a student is expected to work at a job and a *classroom component* wherein a student is expected to attend classes and laboratories.

Curriculum Area:
A field of knowledge and instruction within the *work experience program* (e.g., accounting/bookkeeping, electrical technology, dental hygiene, food service).

Job Site:
The location of the job held by a student.

A Job Site Experience:
A *single* work experience—analogous to a *single* course in a curriculum. Its length may vary according to the requirements of a program.

part 1

survey item 1

Is there a *work experience program* at your college?

☐ **Yes** (Please provide your program title and/or a descriptive label and proceed with the survey.)
Label: _____

☐ **No** (You need not proceed with this survey. Please return it in the envelope provided.)

survey item 2

Please use this page to **list existing, written goals** of the overall *work experience program.* You may attach a list. If no list is available, please print or write legibly.

(Program goals are *broad* statements of purpose or "hoped-for" outcomes. They are not to be confused with the goals and objectives of a specific *curriculum area.*)

Check box if there are no written goals. ☐

survey item 3

DESCRIPTION OF WORK EXPERIENCE PROGRAM

Please list on the lines provided at the top of the chart all *curriculum areas* that offer work experience. In the column under each area, provide the information requested for the *most recent entire academic year completed* (e.g., if you are on a semester basis, the academic year would be from the *end* of the 1977/78 spring semester to the *end* of the 1978/79 spring semester).

(1) Write name here of **curriculum area** offering work experience. → If more space is required, please use the single sheet insert.												
(2) TOTAL number of students enrolled (work experience and non-work experience)												
(3) Number of students in *work experience program*												
(4) % of students in *work experience program* who engage in *job site experience*												
(5) Is work experience optional?	Yes (✓)											
	No (✓)											
	All - (✓)											
(6) Are students paid?	Some (✓)											
	None (✓)											
(7) Location of *Job Site*	On Campus (✓)											
	Off Campus (✓)											
	Both (✓)											
(8) Average number of hours worked per student per week at *job site*												
(9) Number of weeks worked per student at *job site*												
(10) How much credit is offered for *job site experience?* (List range, if appropriate.)												
(11) Are separate grades assigned for the *job site component?*	Yes (✓)											
	No (✓)											
(12) Are there sufficient sites for all work experience students to acquire at least one *job site exp.?*	Yes (✓)											
	No (✓)											
(13) Is *job site* performance of student evaluated by program staff?	Yes (✓)											
	No (✓)											
(14) Number of years current *work experience program* has been in existence.												

survey item 4

CURRICULUM AREA OBJECTIVES

The relationship between the *job site component* and the *classroom component* in a *curriculum area* is of particular interest to us. Please list in Column 1 all *curriculum areas* that offer work experience. For each area, please check the appropriate response. If you have no written objectives for any *curriculum area*, please check this box ☐ and proceed to item 5.

(1) **Curriculum Area**	Are there written objectives for the *classroom component?*		Are there written objectives for the *job site component?*	
	(2) Yes (✓)	(3) No (✓)	(4) Yes (✓)	(5) No (✓)

Please attach a copy of the written objectives of each *curriculum area*. **(This is very important!)**

Please give the title(s) of the person(s) who develop(s) the objectives of the *classroom component*.

_____

_____

Please give the title(s) of the person(s) who develop(s) the objectives for the *job site component*.

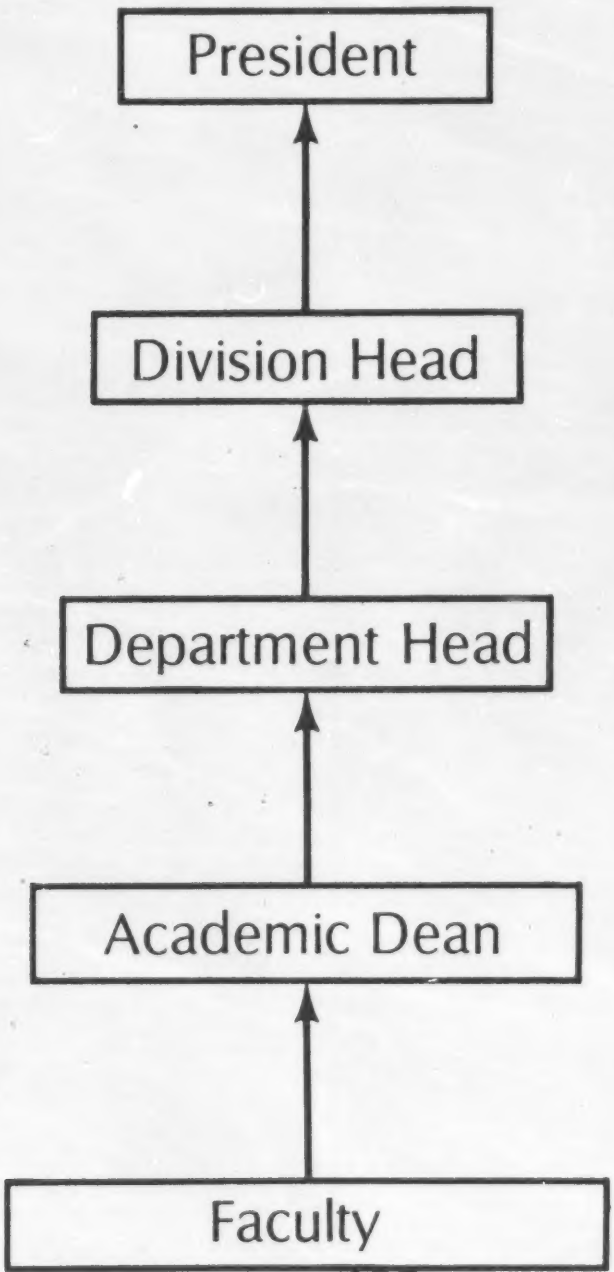
_____

_____

survey item 5

ORGANIZATION/GOVERNANCE

Work experience programs are governed in widely varying ways. We would like a description of the relationship of your program to the rest of the college. We have provided a skeletal organization chart of a college. Please add your name and title to the chart plus the titles of any professional staff connected to your program (e.g., coordinator, supervisor, chairperson). If this chart is inappropriate, feel free to modify it so it reflects the governance of your program (change labels, add or eliminate boxes, etc.).



survey item 6

CURRENT ISSUES FACING EDUCATIONAL WORK EXPERIENCE PROGRAMS

Below are two lists of issues related to *work experience programs*. The issues were identified by our earlier phone survey.

List 1, Part A
This list contains logistical and support issues. Please rate each issue according to its importance **TO YOUR WORK EXPERIENCE PROGRAM** by circling the number that most accurately describes its importance.

	IMPORTANCE Very Important				Not Important
1. Adjusting academic schedules to accommodate *work experience programs.*	1	2	3	4	5
2. Determining an equitable system for assigning academic credit.	1	2	3	4	5
3. *Student Salaries.*	1	2	3	4	5
4. Providing for student *transportation* to *job site.*	1	2	3	4	5
5. Locating *suitable employers.*	1	2	3	4	5
6. Obtaining *funding* for administration of *work experience* programs.	1	2	3	4	5
7. *Equal opportunity* in *work experience programs.*	1	2	3	4	5
8. Constructing *evaluation* measures.	1	2	3	4	5
9. Other (specify) _____ _____ _____	1	2	3	4	5
10. Other (specify) _____ _____ _____	1	2	3	4	5

List 1, Part B
Indicate the order of importance of the top three issues in List 1 by placing the number of the issue (1 through 10) in the boxes below:

Most important issue ☐
Second most important issue ☐
Third most important issue ☐

List 2, Part A
This list contains more global issues related to articulation. Please rate each of these issues according to its importance **TO YOUR WORK EXPERIENCE PROGRAM** by circling the number that most accurately describes its importance.

	IMPORTANCE Very Important				Not Important
11. Lack of college *administrative support* and understanding.	1	2	3	4	5
12. Lack of college *faculty* support and understanding.	1	2	3	4	5
13. Placing students at appropriate *levels* at *job site.*	1	2	3	4	5
14. Maintaining the same employers for *job site component.*	1	2	3	4	5
15. Integrating the *job site component* with the *classroom component.*	1	2	3	4	5
16. Matching the *job site component* with the student's career path.	1	2	3	4	5
17. Expanding the *work experience program.*	1	2	3	4	5
18. Other (specify) _____ _____ _____	1	2	3	4	5
19. Other (specify) _____ _____ _____	1	2	3	4	5

List 2, Part B
Indicate the order of importance of the top three issues in List 2 by placing the number of the issue (11 through 19) in the boxes below.

Most important issue ☐
Second most important issue ☐
Third most important issue ☐

part II

Congratulations! You have completed the "fancy" part of the survey! Part II is composed of 30 multiple-choice items. Unless there are directions to the contrary, please circle the letter(s) that answer or complete the item.

1. **Are there formal, written agreements with employers concerning their role in the *work experience program*?** (Circle one)
   a. Yes, with all employers
   b. Yes, with some employers
   c. No

2. **Do employers have a formal role in evaluating the *work experience program*?** (Circle one)
   a. Yes, all do
   b. Yes, some do
   c. No, none do (If you circle this response, proceed to question 6)

3. **Are students evaluated by employers according to prespecified criteria?** (Circle one)
   a. Yes, all students
   b. Yes, some students
   c. No

4. **Are the students' work *attitudes* evaluated by the employers?** (Circle one)
   a. Yes, all students are evaluated
   b. Yes, some students are evaluated
   c. No

5. **Are students' work *performances* evaluated by employers?** (Circle one)
   a. Yes, all students
   b. Yes, some students
   c. No

6. **Are written surveys of employers conducted to determine whether they would provide a *job site component* for students?** (Circle one)
   a. Yes, for all curriculum areas
   b. Yes, for some curriculum areas
   c. No

7. **Which of the following types of employers provide jobs for students in your *work experience program*?** (Circle all letters that apply.)
   a. Manufacturers of products
   b. Agricultural producers (crops and animal products)
   c. Transportation/delivery of goods
   d. Retail outlets (not restaurant)
   e. Restaurants
   f. Providers of health services
   g. Providers of social services
   h. The college
   i. Other (please specify) _____

8. **A RANKING QUESTION!!**
For purposes of this survey, employers are categorized as follows:
A= Very small (1-4 employees)
B = Small (5-20 employees)
C = Medium (21-100 employees)
D = Large (100-400 employees)
E = Very large (over 400 employees)
Please use the letter identifying an employer's size to rank the prevalence of different-sized employers–beginning with the most prevalent–participating in your *work experience program.* Omit letters that do not describe any of your employers.
EXAMPLE: A, D, B
This indicates no medium or very large employers participate. Of those employers which do participate, most are "very small." The next most numerous are "large," and the least numerous are "small" employers.

RANK HERE _____

9. **How many employers participate in your *work experience program* by providing job sites?**
a. 1
b. 2-5
c. 6-10
d. 11-15
e. 16-25
f. 26-50
g. 51-100
h. More than 100

10. **Please indicate the approximate percentage of your time devoted to the following broad responsibilities:**

_____ % Administration of *work experience program*

_____ % Teaching and advising in *work experience program*

_____ % Other responsibilities

11. **The following organizations are concerned with *work experience programs*. Please circle the letters of those in which you hold membership.**
a. Cooperative Education Association (CEA)
b. New York State Cooperative and Experiential Education Association (NYSCEEA)
c. Center for Cooperative Education (either Northeastern or Southeastern)
d. Council for Advancement of Experiential Learning (CAEL)
e. National Commission for Cooperative Education
f. Cooperative Work Experience Education Association
g. None of the above
h. Other (please specify full name) _____

_____

12. **How often do you confer with your college's *work experience program* advisory committee, either as individuals or as a group?** (Circle one)
a. There is no advisory committee
b. Once per year
c. 2-5 times per year
d. More than 5 times per year

13. **Including yourself, how many people are involved in the administrative support (i.e., non-classroom activities performed by faculty, secretaries and others) of your *work experience program?*** (Circle one)
a. 1
b. 2
c. 3-5
d. 6-10
e. More than 10

14. **Including your own time, please estimate the number of full-time-equivalent (FTE) people involved in the administrative support (i.e., non-classroom activities performed by faculty, secretaries and others) of your *work experience program.* (Do not include faculty classroom functions.)** (Circle one)
a. Less than 1 FTE
b. 1 to 1.9 FTE
c. 2 to 2.9 FTE
d. 3 to 4.9 FTE
e. 5 or more FTE

15. **Do students formally evaluate employers?** (Circle one)
    a. Yes, all students evaluate employers
    b. Yes, some students evaluate employers
    c. No, no students evaluate employers

16. **How is academic credit for the *job site component* awarded?** (Circle one)
    a. There is a formula by which credit is computed, based on number of hours worked.
    b. All students are awarded the same amount of credit regardless of the number of hours worked.
    c. All are awarded the same amount of credit but must work a minimum number of hours.
    d. Other (please specify) _____
    e. No credit is offered.

17. **Is academic credit awarded for the *job site component* transferrable to other colleges?** (Circle one)
    a. Not applicable, no credit is awarded
    b. Yes, always
    c. Yes, usually
    d. Yes, sometimes
    e. No, never

18. **Which of the following prerequisites must be met before a student is permitted to engage in the *job site component?*** (Circle all letters that apply.)
    a. The job must relate to students' career goals
    b. Students must be emotionally mature
    c. They must attain certain knowledge skills
    d. They must attend an orientation course
    e. Other (specify) _____
    f. There are no prerequisites

19. **Have you noted any differences in the *level* of job site assignment (position, pay or responsibility) between white males and females/minority males/handicapped?** (Circle one)
    a. Yes, white males appear to be favored
    b. Yes, but not in favor of white males
    c. No

20. **Does it appear to be more difficult to assign women, minority males or handicapped persons to job sites in specific occupational areas than it is to assign white males?** (Circle one)
    a. Yes, all areas
    b. Yes, some areas
    c. No

21. **How are employers contacted when they are solicited to provide a *job site* for students enrolled in the *work experience program?*** (Circle all that apply)
    a. This question does not apply
    b. Mailed brochures or letters
    c. Telephone
    d. In-person calls on the employers
    e. Lunches
    f. Workshops or seminars
    g. Service clubs or meetings of other formal organizations
    h. Mutual acquaintance who is not another employer
    i. Employers who already participate
    j. Other (specify) _____
    _____

22. **Are there data to support the claim that student academic attitudes or performance improve after their *job site experience?*** (Circle one)
    a. Yes
    b. No

23. **Which of the following best describes the time pattern of students' job site responsibilities and their classroom responsibilities?** (Circle one)
    a. Students attend college full-time for a period and work full-time for another period
    b. Students work full-time and attend college part-time
    c. Students work part-time and attend college full-time
    d. Students work part-time and attend college part-time
    e. Students follow patterns a, b, c or d, depending on job availability, curriculum area, or other factor

24. **What percent of faculty actively participate in the program, by—defining job site objectives, evaluating skills obtained at a job site, or assisting in job site assignment?** (Circle one)

a. 1-5%	c. 16-30%	e. 51-75%
b. 6-15%	d. 31-50%	f. 76-99%
		g. 100%

25. **Please check factors for which data are collected to evaluate the *work experience program*. Also check whether the evaluation is formal or informal.**

	Formal	*Informal*
_____ Student satisfaction	_____	_____
_____ Employer satisfaction	_____	_____
_____ Faculty support	_____	_____
_____ Administrative support	_____	_____
_____ Graduate satisfaction	_____	_____

26. **Do the college's guidance personnel work with *work experience program* staff to address unique problems students may face because of the *job site component?*** (Circle one)
    a. Yes
    b. No

27. **Has money from the Veterans Administration ever been applied to pay tuition expenses associated with the *job site component?*** (Circle one)
    a. Yes
    b. No, but we are exploring the possibility
    c. No, but we have tried
    d. No, but we haven't tried

28. **Is funding from the Comprehensive Education and Training Act (CETA) program used to support your *work experience program?*** (Circle one)
    a. Yes
    b. No, but we are exploring the possibility
    c. No, but we have tried
    d. No, but we haven't tried

29. **Are faculty in direct contact with employers to develop specific objectives or work plans?** (Circle one)
    a. Yes
    b. No

30. **Which of the following terms best describes your *work experience program?*** (Circle one)

a. Internship	e. Practicum
b. Cooperative education	f. Continuing education
c. Work-study	g. Apprenticeship
d. Experiential education	h. Field experience

    i. Other (please specify) _____

This completes the survey. I appreciate your effort and thank you for the time you gave to it. In return you will receive a copy of our results in late spring of 1979.